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IMPROVED TEACHING

A Handbook Designed for Teachers In the Auxiliary Organizations of the Church of Jesus Christ of Latter Day Saints

BY
Amos N. Merrill
Professor of Secondary Education
Brigham Young University

BUILDING A TEMPLE

A builder builded a temple,
He wrought it with grace and skill;
Pillars and groins and arches
All fashioned to work his will.
Men said as they saw its beauty
"It shall never know decay.
Great is thy skill, O builder;
Thy fame shall endure for aye."

A teacher builded a temple
With loving and infinite care.
Planning each arch with patience.
Laying each stone with prayer.
None praised her unceasing efforts
None knew of her wondrous plan,
For the temple the teacher builded
Was unseen by the eyes of man.

Gone is the builder's temple,
Crumbled into the dust;
Low lies each stately pillar,
Food for consuming rust.
But the temple the teacher builded
Will last while the ages roll,
For the beautiful unseen temple
Is a child's immortal soul.

AUTHOR'S INTRODUCTION

The writing of this book was undertaken at the request of the President of the European Mission, Dr. Joseph F. Merrill, of the Educational Department of the Brigham Young University. The assignment of the task of writing came to the author through the President of the University, Dr. F. S. Harris.

The church educational affairs in Europe came to the attention of the author when he served as a missionary in England. Later, upon returning to Utah, he had large opportunity to observe and participate in auxillary teaching in various organizations in the wards of several states and in two missions.

From these observations, together with those of teaching in the elementary and secondary schools, the need for better teaching became obvious.

Much has been written concerning methods of teaching and many important devices have been suggested. Some years ago it appeared to the author that the best way to arrive at methods that would improve teaching was to try the various devices with expert teachers in classroom situations. This method of attack on this important problem was resorted to. This book sets forth, in very elementary terms, the conclusions that were arrived at by observing and participating in actual practice.

It is suggested that those who use this book will find it profitable to proceed as follows:

1. Read carefully, several times, the Table of Contents. This will give a clarified vision of the book as a whole and help greatly in obtaining the message which the author has attempted to give.
2. Before going into detailed study of any of the chapter, note the chapter heading. After reading the introduction, which in every case save the first chapter, is a review of the last chapter, read, one by one, the paragraph headings.

This will assist the reader in obtaining a clear idea of what the details of the chapter are all about and should make the items of the chapter much more interesting and more easily remembered.

3. The discussion of every chapter closes with a summary. After details of the chapter have been considered as suggested above, read the summary with care. For those who desire to remember the contents of the chapter, memorization of the summary items will be profitable. The important items of the chapter appear in the summary and is a condensed statement of what should have been learned.

4. Every chapter closes with a number of problems of a practical nature. These are to help in class discussion. Not until these can be answered clearly and correctly has the reader mastered the contents of the chapter. If there should be a problem which gives difficulty, it is suggested that the chapter should be re-read. Help will thus be secured for satisfactory discussion of the problems.

5. This book is designed to help those who desire to improve their teaching. It is urged, therefore, that the suggestions offered be tried. It is probable that these will not work equally well with all teachers but in experience they have been very helpful in improving the teaching of good teachers. The suggestions will be of little value if they are not put to the test.

6. Teaching is a difficult art. Those who succeed best at it, make careful preparation for every class, and see in every class situation an opportunity to do good and to be of service.

If those who use this book receive help from it, that results in improved teaching, the purpose of the author in writing it will have been fully achieved. The good that comes from it will be ample compensation for the time and energy he has put forth in its preparation.

The author is indebted to his secretary, Miss Mary Dahlquist, who has performed the work of typing and to his colleagues who have read the manuscript and given helpful suggestions.

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The good builder never begins construction until he has made a plan of the structure he intends to build.

Since building a character is much more important than building a physical structure, the making of a plan before teaching is more important than the making of a plan before building.

The plan of a lesson, like the plans and specifications for a building, give a clear picture of what we want to build and the materials and methods to be used in the process.

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When the best method has been selected, best teaching results when the suggestions for using that particular device are followed.

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The good teacher makes a wise choice of the method he uses.

The lecture or telling method is used more than any other. It should, therefore, be refined and made to serve its largest purpose.

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To use the lecture method officiently, it is necessary for the teacher to carefully select and organize the subject matter for presentation. This may best be done by following simple rules and procedures.

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mastered by all the members of the class.

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A method that would insure that all of the class receive an understanding of the main ideas presented would be of great value.

Many of our ideas have been obtained through the sense of sight.

When the picture, or the visual object, is used in teaching it should always be used as a means to become an end to illustrate and amplify ideas.

There are many kinds of visual objects that may be used but the picture and the drawing or writings placed upon the blackboard are the most important.

There are many definite purposes to be served by the use of the visual object.

There is a procedure when the visual object is to be used, that is highly recommended because it greatly helps the learning and remembering of the ideas.

The teacher who would use this method must collect servicable material.

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Through the use of the eyes the stimulus for much thought is received. As a result our education is greatly advanced.

The facts and ideas that remain in the mind render the largest service to the individual.

It is the ability that one has acquired through doing the thing over and over again—through drill, that is of value.

The good teacher is constantly concerned about what the students remember and the use they make of these memory items.

No teacher can cause the students to learn as they should who fails to apply the laws of learning.

There is a procedure when drilling the class,

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which, if followed, always promotes the best success.

The drill lesson may very profitably be a part of every class exercise no matter what other method is used.

One who learns the art of self drill and practices it will give evidence of a mind well stored with facts and ideas and will have abilities to do many worthwhile tasks well.

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That which remains in the mind becomes the material that is always ready for use.

The need for a study of the materials to be considered in the next class exercise appears when one realizes the importance of mind content--ideas-- in learning.

The motivated assignment has two phases to it, namely, (1) the creating of a desire to study and (2) the pointing out of the best way to study.

A properly conducted assignment will reach a very useful end for the student.

In making the right kind of an assignment, the teacher will proceed in a orderly way.

The assignment may call for several types of activities involving both mental and physical work or a combination of these.

The good teacher will strive to have the students ready for the richest possible experience during the class exercise.

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The most meaningful experience always follows careful preparation on the part of the students to engage in them.

There is a great range in the abilities and experiences in students of the same age in any class. In classes for religious instruction, especially, there is the range in age that renders teaching more difficult.

Instruction, no matter what the quality, is of little value if not suited to the students.

Before choosing any device for teaching or making selection of the detailed material to be taught, the teacher must consider the age and maturity of the students of the class.

Good teachers give evidence of their abilities, and knowledge of the teaching art by applying simple rules which, if followed, help in adapting instruction to the needs of the students.

All instructional material may be good. The good teacher, however, is concerned with this, is it good enough for my class today?

CHAPTER I

JUSTIFICATION FOR TEACHING

Each generation in turn becomes the torch bearer of the truths of the ages.

An old story that has been translated into many languages and told in many tongues serves to make clear the truth set forth in the opening sentence. The story runs this way: The leaders of a very ancient but wise people, at certain times, called all the young men together at a chosen place to engage in a great game. Upon assembling, two of the strongest of these young men were selected to choose sides, each selecting the fastest and strongest available men to play in his group. The game was to be a race that would test, to the limit, the speed and endurance of all the players. Having chosen the players, the men were stationed, from the first to the last, equal distances, but miles apart. Before taking their places, however, the master spokesman of the older men, who was the real leader of the people, gave instructions something as follows: This is the great game of this people. It is a way we have of finding out those who will be courageous and true to this trust. Victory for your team will depend upon each of you. Every man is expected to do his best. You will distribute yourselves over this race course, which has been the same over which your fathers have run for generations. When all are ready, and at a signal from your captains, a lighted torch will be put into the hand of each of your leaders. He will bear this lighted torch to the second man along the course, and he to the third and so on. When the last man has received the torch, he will, to the limit of his ability, run to the home station and deliver it again into our hands still burning. The side which first puts the lighted torch into our hands will be declared the victor. Remember to play fair! Do your best! Implore the powers above to GIVE you strength!

Having furnished these instructions, the men prepared themselves for

the race, took their stations and the race was on. Throughout the day the older members of the tribe traced the progress of the race by the smoke of the burning, torches; and throughout the night, the flaming torches in the hands of the torch bearers signaled their progress. Their reward--the assurance that each had done his best and the blessings of the master.

The teachers of the present now become the torch bearers, and truth is the flaming torch. Those who are chosen will follow the final instructions of the real leaders--Play fair! Do your best! Implore the powers above to give you strength!

Great truths must be passed from the present generation to those of the coming one.

This is the only way that has been found to preserve the wisdom and knowlege of the ages. Thanks to the art of printing, many of these great truths have been preserved and serve the teacher, in part, with materials to teach. In the service that these truths have rendered may be found ample justification for teaching.

In ancient times, the wisest and oftan times, the oldest member of the family or tribe had the responsibility of passing the instruction through word of mouth to the younger members which he thought necessary for the welfare of the group. These younger ones listened, understood and remembered. To be ignorant of what the tribe should know was considered a sin. The importante of passing these great truths on is as great today as ever but the methods, as we shall see, are different.

The good teachers present in a simple form the great truths of the ages.

Great truths are simple and easily understood. Many of these serve their largest purpose in the lives of most people if they are left as they are. Their truthfulness and fundamental nature is plain that to attempt explanation and demonstration detracts from, rather than adds to them. A simple list will illustrate truths of this nature:---

In the beginning, God created the heavens and the earth---Moses

God created man in his own image, in the image of God created he him----Moses

Thy faith hath made thee whole---Jesus

Destroy this temple, and in three days I will raise it up---Jesus

"And now abideth faith, hope and charity but the greatest of these is charity"---Paul

Charity is the pure love of Christ---Joseph Smith

True education consists in training the head, the heart and the hand---Brigham Young

Lives of Great men all remind us
We can make our lives sublime---Longfellow

There is divinity that shapes our ends-----Shakespeare

The truth shall make you free---Jesus

Five times five equals twenty-five----Mathematician

A heavy body tossed into the air will be attracted to the earth---Physicist

The earth revolves around the sun---Astronomer

and thus the list may continue until it is very long.

It sometimes happens that some teachers, not content with the great truths as presented, attempt many explanations, demonstrations etc., and involve the truth in so much verbalism that great confusion results and sometimes ~~sight~~ light is lost of the original truth. One may find illustration of this in many public discourses one hears, from the pupil's lesson in the classroom or from the pulpit. We do not say that explanations are not useful, nor demonstration not helpful, but simply urge that when these are given, let the explanation explain and not confuse and let the demonstration make the truth plainer not more obscure. Good teachers present the truth in simple form. Note, for example, the simplicity of the teaching of Jesus.

The good teacher not only presents great truths but he arouses his students to think.

Justification for teaching is found in the fact that good teaching results in clear and abundant thinking. The educated person in any line gives evidence of training in his ability to think. Thinking is so important and is so closely connected with progress, that every one should be trained to do it. A teacher then, that fails to lead his class in realms of profitable thought fails in his most important duty. Without thinking there is no use made of the truths that are being taught for the truths become the basis, the beginnings, for thought. Without use, the matters presented fade from memory and are lost. The teaching thus becomes of little value. There are so many worthwhile things to be learned, and so much clear and important thinking to be done, and so many conclusions that often give color and direction to our lives to be reached, that inspiring students to do clear and accurate thinking becomes one of the most outstanding functions of the teacher.

<u>In the changes that come into the lives of the students is found the justification for teaching.</u>

Learning is a slow process. In fact it is so slow and we are so limited for time and occasion and there are so many things to be learned, that if we are diligent students all the days of our lives we shall still need eternity for our complete education. Education is change. It is an intellectual growth change. It always takes place slowly and should be continuous. We change in our knowledges "line upon line" "here a little and there a little" "ever coming to perfect knowledge." In our abilities it is the same. We are trying to follow the instruction of the great leader--"Be ye perfect." That means change--development--growth. A person should be ashamed, not so much that he is ignorant today, but that he is as ignorant tomorrow as he is today. Teachers and students meet and talk together, think together, study together, act together, the teacher always heading, always guiding, extending a helpful hand to those who need help and thus we grow in a knowledge of the truth "till we all become in the unity of

faith, and of the knowledge of the Son of God, unto a perfect man, unto the measure of the stature of the fullness of Christ." (Eph. 4:13)

SUMMARY: From the foregoing we have seen---

1. That each generation becomes the torch bearers of truth and that good teachers play the most important role in passing truth on from generation to generation.
2. That in these modern days, the important matters of the past have been preserved and are now, by imporved methods, presented to childhood, youth and adults of the present day.
3. That good teachers will strive to be imple and direct in their teachings and preserve the simplicity of great truths.
4. That good teaching results, not only in a clear and simple presentation of truth, but in causing the students to think clearly and accurately.
5. That education consists of a series of slow and continuous changes in the right direction which always result when teachers and students work effectively together.

PROBLEMS AND QUESTIONS

1. Point out situations which show the application of the story "The Torch Bearers."
2. What other instructions do you think should be given to teachers than those given by the master spokesman to the runners?
3. What advantages do the teachers of the present day have that the older teachers did not have?
4. Note the list of great truths. Enlarge the list. Which of these great truths would be made clearer by explanation and demonstration?
5. The good teacher causes his students to think. What did your good teachers do to cause you to think? Would it be profitable if you were a teacher, to imitate these teachers? Explain.
6. Explain and illustrate---"Education is Change."

CHAPTER II

ENDS TO BE ACHIEVED THROUGH TEACHING

There is a justification for teaching. In the last chapter teaching was justified in terms of nece sity of passing from one generation to the next the ideas and truths that, in experience, have been found important. It was seen that great truths are often simple and so appear when simply stated. As good teachers present these great truths they cause the students to think and because the students receive the truth and think, changes occur sometimes quickly, but generally slowly. Thus slowly but surely education is acquired. In this chapter we are to discover the ends to be achieved through teaching.

Ones quest is much more likely to be rewarded if one knows exactly what one wants and aims at it.

When the writer was a young man his brothers took him out on a hunting trip. The country in which we went was reported to be stocked with various kinds of game but especially with game birds of several kinds. As we viewed the equipment, both for travel and for shooting, and considered the abundance of game reported to abound in the region, it seemed certain our efforts would be well rewarded.

That early morning upon which we set out was bright and cheery and we were in high glee. We rode with our traveling outfit as far as we could go and, then dismounting, we traveled on foot. We constantly expected something to appear at which we might shoot. In this state of mind, we traveled on and on for hours until finally the miles began to be weary ones for we found nothing. Growing tired with it all, I finally said to the others, Well boys, the hunting is good but the shooting is mighty poor! If you don't mind, I'll sit here under this tree and you may go on if you wish."

They said, "We may find something yet." So on they went.

After I had wholly given up the quest and was dreaming of happier days, I was surprised by a large flock of wild chickens, which were on the wing, alighting all around me. At one of the finest birds I took careful aim and fired. My aim being true I got my bird. The report of the gun, however, frightened the birds and they took to the wing again, flying directly into the sun so that I could see none of them. In great hope I fired a shot into the sun! Now tell me, what hope has one of reward who thus takes a flock shot "into the sun"!

Some teaching is much like this---aimless. The teacher's motive may be right and his desire to do service very good, but good teaching is accompanied with something more than right motives and good desires. Good teaching results when the teacher has a definite end product to be reached and aims directly at that end.

There are certain simple educational end products that should be reached through teaching.

Like the hunter, the teacher must take a very definite aim. The object of his quest must be clearly visualized and if he succeeds well, must be direct. The question then arises, "What are these simple educational end products which good teaching must achieve?" There are a number of them but for our purpose the following list will be large enough. These are: (1) useful knowledges, (2) desirable interests, (3) wholesome attitudes, (4) worthwhile abilities, (5) high ideals and (6) highly and correctly motivated dispositions.

The selecting of the one or of the other of these to be reached by the lesson or unit of work which is to be given is important because of the attainment of a particular one of these requires a very definite type of subject matter and a specific kind of teacher and student activity. For example, if the teacher is desirous of reaching the interests of the students, a definite knowledge about the early history of the church,

the material he would use and what he and the students would do would be very different than if he desired to motivate a disposition--- an impelling force within--to pay tithes and offerings that the church may have something with which to help the poor. Or if he desired to develop the ability to baptise a person for the remission of sins, the type of material he would use in the lesson and the activities he would have the students engage in would not be the same as they would be if his end product were an awakened interest in the method England employes in providing for the poor. It sometimes happens that two of these end products may develop together. For example, the more one knows about Jesus and the way He walked and talked with people the greater interest one gets in His life and labors. That knowledge and interest do not always move together is proved by the fact that the more a peace loving person knows about the futility and horrors of war the less interest he has in this method of settling difficulties. It is important then, in good teaching, to know what the simple end product is that is desired and also whether or not, with the development of this product, another of the products does or does not develop at the same time.

<u>These simple products combine to make more complex ones.</u> That this statement is true may be proved by an analysis of such a product as appreciation. If one examines any of his appreciations--for example, that of a particular type of music, one will discover that his appreciation for that type did not develop until he knew something about the music, until he gained the ability to hear it correctly, he was disposed to listen to it. Thus appreciation is made of these simpler end products, and to develop appreciation of any thing, we acquire one by one, these simple products which later combine to form the more complex ones.

Faith, loyalty, love, honesty, appreciation etc., so desirable in the lives of individuals, must rest upon and be formed out of these simpler

products of knowledge, interest, ability, attitudes etc. The good teacher can provide for and train for the simpler products but the combinations of these may be effected sometimes because of and sometimes in spite of the teacher. The combination of simple products are controlled by other influences than those that prevail in the class. Let us say for example: A group of boys are in the same class. The lessons, let us say, in this class are about the life and teachings of Christ. The teacher does his best to have the members of his class possess a large body of useful knowledge, kindly attitudes toward and worthwhile interest in Christ and his mission. An examination would reveal that his teaching has been effectual. But now, in course of time the members of this class get into different kinds of company; they engage in different kinds of activities; they live under different conditions. After a time, the teacher meets the members of his class in the various walks of life. One or two members of the class are active workers in the church and exhibit faith in and love for the gospel. Another member is indifferent to the gospel and does nothing to promote the church. His appreciations for what Christ did for him are lacking. Still another member may be infidelic and use the very knowledge the teacher taught him to confound the members of the church. And so the story goes. Teachers of large experience find this story a reality in many details. And why the indifference? Other forces, quite beyond the power of the teacher to control, have been at work upon the members of his class, slowly but surely determining complex products that make for weal or woe in the lives of the individuals have been formed. Thus in the class which Jesus taught we had John and Judas, James and Thomas and later that great disciple, Paul.

This does not mean that the teacher should not strive for the wholesome complex products but it does suggest that as the virtues of one's garments are determined by the quality of the wool, the thread, the dye, etc, which enter into them, just so the virtues of one's students are in-

fluenced largely by the quality of the simple ingredients--end products--out of which is made in the spirutual fire that was exhibited in the teaching, the complex products that are exhibited in the daily walks of life.

The well educated person is known by the number and kind of these simple end products which he possesses and the nature and character of the complex products which he exhibits.

Good teaching is concerned with both quality and quantity of the products both simple and complex. Of these two, quality teaching--that is, teaching that is concerned with the quality of the product reached--is the more important. Who is the well informed person? The person who has many items of useful knowledge. Who is the handy person? The one who has many worthwhile abilities, and can do many things that should be done? Who is the kindly and generous person? The one who has sympathetic attitudes toward one's fellowmen and has favorable dispositions to help them. The good teacher will not only strive to have his class attain a large number of these simple products but will devise ways and means for their use. As they are used, unselfishly, in the enterest of others, slowly but surely wholesome complex products as faith and loyalty and love etc. will be made manifest. Thus as teachers and students work sympathetically together, one by one there appear in the lives of both the characteristics of the Christian man--the educated person.

The ends that are achieved should amply justify the means.

Good teaching is but one process in acquiring an education. It is important and takes much time and energy and patience. It represents a large investment of time, money and energy on the part of both teacher and students. In order that one may, to the best advantage, learn there must be study and application on the part of the teacher to become a good teacher, and, on the part of the student, to become a good student. Books, paper and magazines must be made available and ways and means of using these

to the best advantage must be employed advantageously. Contacts between teachers and students must be provided for, also teacher with teacher, and student with student. Opportunities for uses must be arranged for and proper and adequate direction given.

Teacher, books, magazines, meeting rooms, guidance, application etc., are all meansto an end. The end is to be a person--a developing young man or woman--trained for useful service in the Kingdom of God. Such a person becomes the noblest work of God. Such a worthy end--such cooperation between God and man surely justified the worthy means used in reaching them will be justified when a worthy teacher, moved by the divine spirit that "leads into all truth", works faithfully with his class.

SUMMARY:

From the foregoing discussion we have seen:

1. That the good teacher, like the good hunter, must know what the object of his quest is and aim directly at it.
2. That the teaching process aims to reach simple end products such as useful knowledges about many things, worthwhile abilities to perform many tasks, desirable attitudes toward the important relations of life, wholesome and active interests in important matters and worthy disposition to engage in the work of life.
3. That these simpler end products combine to make more complex products which characterized educated people.
4. That while the formation of complex products is not wholly under the power of the teacher to control, yet their formation may often be promoted by careful direction in the use of the simpler products that have been acquired.
5. That ends that are achieved through teaching certainly justify the means that have been employed.

PROBLEMS, QUESTIONS AND EXERCISES:

1. Review carefully the items of the summary and be ready to repeat from memory to the last class, the one you think most important and give a reason for your choice.
2. Give examples of useful knowledges you possess and tell how you know you have used some of these.

   (a) Do the same with the other simple end products of teaching.
3. Examine your faith in Jesus and give the simple end products of teaching that have been combined in the formation of this faith.
4. If you were directing a person in the use of his knowledges, interests etc., concerning the gospel of Jesus Christ, what suggestions would you give him? What would you have him do?
5. What are the end products both simple and complex, that are sought through teaching? What means are employed in reaching these end products?
6. What have you learned from this chapter? (See summary)

CHAPTER III

COLLECTING AND ORGANIZING SUBJECT MATTER

There are very important ends to be gained through teaching.

We have just observed that good teachers always have in mind the ends that are to be reached and then aim directly at these; for some of these ends, those we reach directly through teaching, are simple, as for example knowledges, interests, abilities, attitudes, dispositions, ideals etc. and others are complex, that is, are composed of two or more of the simple end products. As for example, faith, love, loyalty etc. These combinations are affected by various forces, some of which are quite beyond the power of the teacher to control. The teacher must be concerned with the quality and quantity of these products, both simple and complex, and if the final results of teaching are to be satisfactory, devise some ways and means for gaining both. In this chapter we shall be concerned with the collecting and organizing of subject matter which is to be used as a means for gaining the end products which are desirable and which will improve and promote the welfare of the individual and the group.

Subject matter that promotes the reaching of any end product desired will have characteristics that may be recognized.

While a missionary in England, I once attended a very interesting fair held in Yorkshire. At the fair there were exhibited superior beef cattle, many breeds of sheep of great merit, swine, that seemed to me, represented the perfection of the breeder's art, and beautiful saddle and light harness horses that any person would be very proud to own. As I viewed this wonderful offering of live stock, I said to myself, "I should not want the job of selecting the best animals in these various groups."

Not far away from where I stood, I saw two men examining an exhibit of Shorthorn cattle. They walked around each individual animal, and as they did so, their trained eyes examined each part. They placed their

experienced hand, first on this part and then on that, of the various animals. Presently, after a moment's conversation, one of the men took a blue ribbon from his collection of ribbons of various colors and placed it on the shoulders of one of the animals. Desiring to know just what that meant, I drew near and read on the ribbon "First Prize". I inquired how he could tell that that was the best animal. "Why", said he, "this animal has all the characteristics of a first class prime bullock."

From this experience and many others which I have had since, I conclude that we select many things, our clothing, our food, the animals we may desire to buy, even our life's companion according to the characteristics which these possess. Subject-matter for the unit of work we desire to present is no different. The expert judge, from the great mass of animals in the herd, selects beef animals or good dairy cows, or sheep for wool or mutton, or horses for the saddle, the road or for draft, all in keeping with characteristics which animals for these various purposes possess. Just so, the good teacher selects from the great mass of education material that which possesses the characteristics which indicates its usefulness for the purposes intended. Some of the most important of these characteristics are as follows:

1. It will help the students to reach the end product, whether knowledge of a particular thing, or ability to do a certain task, etc., that the teacher proposes.

2. It will appeal to the interest of the student and thus promote learning.

3. It will be within the ability of the student to understand it.

4. It will appeal to the student as being worthwhile for the purpose intended.

5. It will be of such a nature that it may be applied or used in various situations.

6. It will be so simple that all can understand it.

7. It will be so attractive and important that all will want to possess it.

Subject matter is abundant but must be sorted out from the mass of material among which it is distributed.

It must be perfectly clear to all that ordinarily there is no desire on the part of the teacher to present all that is known about any one subject, nor to tell all the interesting stories that may be told to illustrate the idea under consideration. Where, then, is to be found the small body of facts used today or the few stories that are to be told? From the midst of all the items of knowledge about the thing in question, from the many illustrative stories that may be told, are the selections to be made.

From experience, from books and magazines, from maps and charts, from lesson outlines, from the picture show or the concernt, from the conversation of others, from the products of reflective thirking, many, many sources of materials are on every hand. To select the right kind and the right amount of material is a task that is worthy and must be performed by every teacher. That this is the thing to do is the experience of thousands. That it is very helpful to select in keeping with the above mentioned characteristics is the testimony of good teachers. Try it and see how rapidly you improve from week to week!

Collecting of subject matter is the responsibility of the teacher and may be done by following simple directions.

As the author sits writing this book, his youngest son, observing him at the task, asked, "Father, where did you get all the ideas you are writing in that book?"

He was reminded that for many years the collecting had been going on.

"But how do you remember them so long?" he inquired.

"These ideas have been gathered from many sources and stored in the storehouse of memory and when they are needed they seem to come to mind, ready for use," he was told.

For example, the story of the Yorks ire fair had not come to mind for many years, but when needed to illustrate an idea there it was vividly unfolded. This then, is the first simple suggestion.

1. Be constantly observant of the many situations in daily life and improve the opportunities to recall and apply the knowledge gained.

The other day a student came to the author's desk to tell a tale of hardships endured and sacrifice necessary for attendance at college. We sat for a time talking the situation over. Presently two items that seemed to fit the situation and intended to give strength and courage to the student, came to mind, one out of the experiences of the children of Isreal as told in the book of Genesis beginning with Chapter 41, and the other from one of the poets. The items were "There is corn in Egypt yet" and the other----

"Behind the great unknown
Standeth God, within the shadows,
Keeping watch above his own."

These interpreted and applied, gave encouragement to the student for there came the assurance that somehow, the way would be opened for the fulfillment of one's righteous desires. From this then comes the second suggestion:

2. "Seek ye knowledge out of the best books."

At the university where the author works, during the summer a demonstration school is held, that is, a school in which the best ways to teach are demonstrated to all the school teachers who attend. The author directs this school and the demonstrations. He called upon one of the demonstration teachers to give a certain demonstration in the teaching of mathematics. After pondering the assignment for a day or two he came to the author to talk it over for he was having difficulty. The teacher said, "I don't see how to do it."

The author said, "Let me see! Let us put the boys and girls in baseball diamond!"

In a moment the teacher arose saying, "It's all very clear to me now."

Thanking the author he left the room. From this experience we find the third suggestion.

3. Talk to the people who know.

A few days ago a group of young people--students--were overheard talking. One of them said to the others, "I wish I could find a certain picture I once saw. I want to get a clearer notion about shipping docks. I've never seen the docks but I need to know something about them."

At once another of the group spoke up, "I have a picture of docks in my files at home. I think it will help you."

From this circumstance we get the fourth suggestion.

4. Clip, as reading of magazines and papers is being done, items what appear to be important and file them in a classified folder.

A few Sundays ago my daughter came in from Sunday school. She carried in her hand two or three books, also a bulletin which contained outline material.

"What is this?" I asked.

"That is the outline for my Sunday School class lessons. We are supposed to follow this outline."

From this the fifth suggestion comes:

5. Read and followi the outlines that have been prepared for the various lines of work.

I once sat and watched an old lady in deep reflection. As I watched her, her countenance gave evidence of what was passing through her mind. A smile lingered for a moment and then, as it faded, a graver expression took possession of her face. Finally she seemed to rest in satisfaction, as does one who has reached a conclusion. Looking at her, I said, "What are you doing, Grandma?"

I was just reflecting my son! You know, I have reached a conclusion!"

In this experience we find the sixth simple suggestion, namely:

6. Think deeply about the matters in question--think until a conclusion is reached.

If you desire to test your conclusion, follow the instruction of the Lord to Oliver Cowdery (Doc. & Cov. Section 9:7-10)*

The teacher who will follow these six simple suggestions will have materials which, when organized into subject matter, will be profitable for the class.

The organization of the subject matter is also the responsibility of the teacher and is best accomplished by following the method used by good teachers.

Having selected subject matter which possesses the required characteristics from the various fields already mentioned, it now is important that this subject matter be organized in such a way that, as it is administered, it reaches the ends desired and makes the largest appeals to the members of the class. The teacher, too, will find it much easier to present subject matter that has been properly organization, for inattention of the class is often due to the teacher's trying to present poorly organized materials.

As in the collecting, so with the organization, a very few simple suggestions will prove helpful. Try the following:

1. Be guided in the organization by the purpose or aim of the lesson.

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* Behold, you have not understood; you have supposed that I would give it unto when youtook no thought, save it was to ask me:

"But behold, I say unto you, that you must study it out in your mind; then you must ask me if it be right, and if it is right I will cause that your bosom shall burn within you; therefore, you shall feel that it is right. But if it be not right you shall have no such feelings, but you shall have a stuopor of thought, that shall cause you to forget the thing which is wrong; therefore, you cannotwrite that which is sacred, save it be given you from me. Now, if you had known this, you could have translated; nevertheless, it is not expedient that you should translate now."

Let the teacher ask "What end product, for example, what knowledge items, what particular interest or ability, etc., do we seek today and what is a good reason for seeking these ends." A determination of these two questions will certainly help in organizing the lesson. For example, if in a clas today this has been set to be accomplished:--to increase our knowledge concerning the experiences of the disciples of the Lord on the day of Pentecost that we may read that account in the Acts with larger vision. Here we will have a guiding principle that will be of great value. A clear statement of our aim, stated in terms of student achievement, will help us to list, for example, the experiences in order of occurence, also to select from those, and other experiences of a similar nature, the ones best suited to achieve the purpose of the lesson.

2. Organize the subject matter around some meaningful event, situation, experience or personality.

For example, the lesson concerning Pentecost may well be organized about that wonderful event, the fulfillment of Joel's prophecy, "I will pour out my spirit upon all flesh." Around this idea--event--not only the items concerning Pentecost could be arranged but the whole could be enriched by experiences of others who also have witnessed the fulfillment.

One other example--I once had a very interesting experience in baptising a lady convert in a body of water in January near Accreton, England. Around this incident I have organized a whole lesson concerning baptism by emersionfor the remission of sins.

3. Organize the subject matter in such a way that the largest appeal will be made to the mind of the students.

Following this suggestion, one must be mindful to begin where the students are--with present knowledge, current interests or with activities that are engaged in at the moment. For example, one desires to develop a lesson concerning promptness as a necessity for success in the affairs of life. Let us imagine the class is in Bradford, England. One may begin

with the experiences of the mill girls as they hasten, clog-shod, early in the morning, first moving slowly and then, as the time approached for the first whistle to blow, with quickened step and finally, just as the whistle sounds, hundreds of them on the run and the pavement resounding, under the compact of iron-shod cloggs in one mighty chorus.

A lesson completely organized, after the scheme first suggested will be found in the next chapter.

The teacher who gives evidence that he has collected a suitable body of subject matter and has organized it properly always commands respect.

One of the most important elements in a good class is found in the attention the students give to the lesson. Students are often restless and inattentive. Good teachers rarely, if ever, have difficulty with this matter of attention and order. The students attend and, with respect, cooperate with the teacher. From the fact that good teachers attend to the collection, organization and presentation of the lesson (which is to be discussed in the following chapters) one feels quite sure that when the class is not wholly successful the cause is almost surely found in the shortcomings attending the choice and nature of the subject matter and the lack of organization. Good teachers are constantly concerned about this matter and are striving to improve all the time. Let us all follow the example of good teachers for who is there among us who does not want to be a better teacher next time than he was the last?

SUMMARY: We have seen---

1. That since subject matter is so widely scattered through many bodies of material, it is important that the teacher become familiar with its characteristics and select in keeping therewith.
2. That the characteristics of the subject matter are to be found in its suitability for the purpose intended, its appeal, its simplicity,

its worthwhileness, its adaptibility to use and its attractiveness.

3. That the ability to collect subject matter is an evidence of a good teacher and is best done by following simple rules.

4. That the teacher who is observant, who reads good books, who talks to people who are well informed, who clips good items as he reads and arranges these for convenient use, who is directed by outlines, and who reflects upon his many experiences, has access to an unfailing body of subject matter.

5. That there are three suggestions which will help one who would properly organize the subject matter. These suggestions have to do with the following: the lead set forth in the objective; organizing around meaningful experiences, events, situations or personalities and in a way that it appeals to the students.

6. That carefully selected and properly organized subject matter always contributed to good teaching.

PROBLEMS, QUESTIONS AND EXERCISES:

1. From memory, give the characteristics of subject matter.
   (a) Give an illustration of the application of two of these.

2. What are the ways suggested for collecting subject matter? Suggest others.

3. When one attempts to organize subject matter for a class there are three helpful suggestions. State and give examples of each.

4. If you desired to be a better teacher next time than you are today, what would you do?

5. Read the summary carefully several times. What items do you think most important?

CHAPTER IV

PLANNING THE SUBJECT MATTER FOR PRESENTATION

Subject matter is that part of the educative material that causes intellectual growth. It serves this purpose best when it is carefully collected and organized.

In the last chapter we were concerned with the importance of subject matter as a means of promoting education. It was found that this material may be found in many places and that is possesses characteristics by which it may be detected by those who search for it. Good teachers have the ability to collect it. Since this collection is slow and since much material must be worked over in order to get just what is best suited for a particular purpose, teachers are constatntly searching for it in many places. When once found, it is most useful to the teacher and the class when it is properly organized and presented.

In this chapter we shall be concerned with planning the subject matter for proper presentation. To this very important matter the author now invites your attention.

The good builder never begins construction until he has made a plan of the structure he intends to build.

In the dock yards of any of the European countries, if one were to visit them, one would find many workmen busy building great ships. As one observes them at their work it seems that many mistakes may be made and much material and labor lost, simply because it does not seem possible that so many men could work on a single structure without waste. But in reality this is not so. One man--the designer--the man who made the plans, months before the work started, sat in his drawing room constructing the whole thing in his mind. He drew detailed pictures of what was to be made and specified in it the material to be used. Several copies of these plans and specifications were made, and, into the hands of each of the foreman, one of these copies is placed. This plan now gives him directions and he, in turn, directs the men under him so that all work without making

mistakes and with the least possible waste of time and material. This is the way great builders work and building enterprises, great and small, go forward.

Teaching should go forward under the same careful planning. The good teacher sits quietly by himself planning and selecting and determining before the actual teaching begins. When it does begin, he is ready for he has planned the lesson. He knows exactly what ends he desires to reach, what materials (subject matter) he is to use, just how these are to be put together and the reaction he hopes will come out of the effort. In a word, like the ship designer he sees, in his mind, the entire intellectual structure before he actually begins the teaching.

Since building character is much more important than building a physical structure, the making of a plan before teaching is more important than the making of a plan before building.

Right now it is necessary to qualify this statement for some of you are saying, Ihave a good character and I do not remember that my teachers ever planned the lessons that they taught.'

I once saw a boy working (playing) with tools, boards, nails etc. I said to him, "Boy, what are you making?"

"I don't know," said the boy, "I am just working with my tools."

So he put two pieces of board together. He nailed other boards to these. Uprights were next nailed on. Some of these were longer than the others. These failed to suit him so he pulled the structure to pieces again. In the course of time he saw the advantage of having his pieces of a certain length. He had begun to plan. After many trials, out of his work there appeared a box but its shape was imperfect, some of the pieces were split and contained nail holes. If this boy proves to be a wise boy and improves upon his experience of time or if he falls into the hands of a good teacher, the next time he builds a box he will make a plan first.

But people are not like boards. They have intelligence and improve by their experiences. We hear a lesson, whether it is poorly presented or well presented. From it we get an idea. Upon this idea we reflect and somehow build it into our ideational structure and thus it either helps or hinders the formation of worthy character. For example, a poor teacher is telling boys and girls about the world's great wars. He imparts many ideas but these are not in their proper relation, one to the other, nor suited to the development of the end desired, namely, kindly attitudes toward the other nations. The boys and girls take these ideas, and many others which they get from other sources, and weave them into a character pattern which is hate for the other people. The good teacher will treat the same subject, may even use the same idea but he, according to his plan, fits them into a character pattern of love, even of our enemies!

Box boards may be pulled apart, even burned and little harm is done. True there may be large waste of time and material but the world loves and admires or hates and mistrusts just the same. But we cannot do that with character or with people. These endure and play their part. If we hate instead of love as a result of poor teaching the world is not the same. The results of teaching acts cannot be pulled to pieces nor burned. These remain.

Just how much of the ignorance and trouble in the world today is due to poor teaching no one can tell but, that some can be traced to that source, is certain. As teachers, then, we think and plan. We see in our minds the characters we would like to build. We evaluate carefully the materials we would use in our work. We plan for no waste, no wreckage but rather for worthy characters liken to that of the Master who said "be ye perfect even as our Father in Heaven is perfect."

The poet, Oliver Wendell Holmes, has expressed the idea in these words:

Build these more stately mansions, O my soul,

As the swift seasons roll!

Leave the low-vaulted past!

Let each new temple, nobler than the last,

Shut thee from heaven with a dome more vast

Till thou at length art free

Leaving thine outgrown shell by life's unresisting sea!"

The plan of a lesson, like the plans and specifications for a building gives a clear picture of what we want to build and the materials and methods to be used in the process.

I once desired to build a house in which a home for myself and family could be established. After looking around for some time to determine the materials that were available, the price of these materials, and whom I could get to help me, I spent some time in reducing the plans that came into my mind to drawings. After the drawings were finished, I wished my wife to have the same picture in her mind of our house that I had, so I showed her the plans. From this plan she was able to determine the size and number of rooms, the relation of one room to the other, the placement of windows and doors, how it would look from the front and back. She went so far as to place the furniture in the rooms and select the kind of curtains she would use! All this went on in the mind. In imagination we lived in it before it was built, so real it all seemed.

To make this plan a reality, I had to have money so I worked and saved. Most of my time was devoted to teaching young men and women. This proved to be very difficult. True, we had books, but to simply ask the students questions about the materials in the book seemed to me of but little value. What was to be the outcome of all this teaching and how may one become more serviceable to the students, were questions of great importance. It occurred to me if one can plan a house and then reduce the law to reality why is it not possible to plan intellectual materials in the same way

The materials of this chapter are the answers I found to this question. In fact, the plan for a lesson is a picture of the lesson. It sets forth the outcome in such a way that it guides in selecting the materials or subject matter, the activities of the teacher and the students, the method to be employed, the results that have actually been reached and the use that may best be made of the materials. With these matters rather definitely in mind, the teacher has a freedom that will allow such personality as he has to supplement his work.

In making a plan for a lesson, good teachers provide for certain steps or phases each one of which is important and necessary.

The first part, or phase, of the unit plan is the objective or aim of the unit. Let us suppose we are dealing with the subject, the part of the Various Nations of the Earth have Played in the Establishment of the Church of Jesus Christ of Latter Day Saints. As a part of this subject or larger theme we select one part of the larger subject for a lesson unit namely, Important People of the Church Who Have Come From Germany. Our objective may be: To Increase our knowledge of and to awaken an interest

Objective Phase

in certain important people which Germany has produced for the church that we may view our German Church leaders with proper perspective.

Having formulated this aim, we have a guiding principle to help us. We desire to gain knowledge and interest--two very important ends of teaching. But this knowledge and interest is not general, it is particular that is, about German church leaders. Then, too, our ends are justified in that we teach these ends so that, as we view the part the German people have played in producing leaders, whether we do it through reading or conversation, we shall do it with proper perspective, that is, with our knowledge of and interest in certain leaders mentioned in the lesson. This part of the plan is very important as it gives us a guiding principle which

if followed, will keep the teacher from wandering from "Dan to Bersheba" as so many are inclined to do, taking up first one then and then another.

The next part, or phase, of the plan is the subject matter of that which is to be used in reaching the ends set out in the objective. This will be carefully selected from many sources and organized in the best way possible. For example: the organized form of a lesson is as follows:--

CONTRIBUTION OF GERMANY TO CHURCH LEADERSHIP

A. Germany has produced many people for the church that has been very helpful in many walks of life, as

1. Teachers

2. Musicians

Subject matter phase

3. Home Builders

4. Missionaries

B. One of the great teachers Germany has produced for the Church was Karl G. Maeser.

1. His conversion

(a) The miracle of

2. His emigration to Zion

(a) His period of adjustment in Utah

3. He is called to preside at Brigham Young Academy

(a) His calling

(b) His humility in acceptance

4. His great influence on young men and women of the church school

(a) Testimony of his students.

C. One of the great musicians of the church was a German by the name of Robert Sauer

1. He was raised and trained in Germany

2. His training in music

3. His conversion to the church

4. His emigration and Utah and residence in Provo

5. He is called to be band master at Brigham Young University

6. His faithfulness to duty

7. The influence of his teaching on the music of the church

D. Germany has produced many valient mothers for the church one of which was called Louie Spedel Baker.

1. Loss of her parents in Germany

2. Her removal to England

(a) Difficulties with the language overcome

3. Her conversion while at Lancester, England

(a) Incident of her attendance at a cottage meeting

4. She moves to Ireland

(a) Her marriage and motherhood

(b) She preaches the gospel and secures converts ready for baptism

5. She imigrates to America and settles in California

(a) Influence of her work there

6. Because of her labors the gospel is taken to many lands

The methods to be used for the lesson may be chosen from those presented in a later chapter. The one best suited for this lesson, and many others, Method Phase is called qualitative teaching or Mastery Technique (see discussion page). In passing it is well to say that the method best suited should be selected for a particular lesson but it is important that the method and devices be varied. This promotes good class discipline.

Having determined upon what one desires to do and why, selected and organized a body of material to be administered to achieve these ends, and Activity Phase selected a method best suited for the purpose intended, one selects two sets of activities, namely, those to be performed by the teacher, and those to be performed by the students. These activities will enrich the experience and help greatly in learning because experience is the only thing that educates. These activities should be meaningful and, for convenience, may best be arranged in parellel columns. For example, still keeping in mind the lesson theme as shown above:

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Teacher Activities	Student Activities
The teacher will:	The student will:
1. Present the purpose and justification of the lesson.	1. Listen to and talk about the objective.
2. Ask questions to find out what the students already know about the lesson theme.	2. Indicate how much they already know about the topic.
3. Introduce the lesson with an interesting story.	3. Listen to stories and incidents as they are related by the teacher and tell similar incidents.
4. Present the facts connected with the lesson, dictating the notes to be taken by the students.	4. Listen as the teacher relates the facts and take notes as directed.
5. Test by questions etc., how much of the lesson already presented has become a part of the mind content.	5. Give evidence of what is remembered.
6. Re-present the facts of the lesson that the students failed to remember.	6. Listen to the re-presentation
7. With the help of the students, summarize the lesson in terms of what has been learned.	7. Read their notes to the class and help in the summary.
8. Conduct a drill on the summarized items to fix them in mind.	8. Practice the drill as directed.
9. Assign activities as reading, talking etc, to get the students ready for the next lesson.	9. Note the assignment and resolve to prepare it.

Summary Phase

Something should be learned from every lesson. It is an evidence of good teaching if the teacher and students arrive at these items together. However, it is important that, in the plan, the teacher decides what should have been learned and makes a clear statement of it. This should always be in terms of "what we have learned from the lesson" not in terms of the subject matter used in the learning. For example, from giving the lesson already outlined we may have learned---

1. That the German people have been important factors in carrying on the work of the Church of Jesus Christ of Latter Day Saints in our own time.

2. That from the German people have come great teachers, leaders of musical organizations, home builders, good missionaries and workers in other phases of church work.

3. That being a good worker in the church and influencial among our fellows does not depend upon where one is born or who ones parents are, but rather upon what one prepares ones self to do and how one works.

Every teacher is much concerned with the results of teaching. While in the church organizations but little attention has been paid to this phase of teaching and probably many of the approved devices used in the school will never be used effectively yet there are simple devices that may be used to advantage. For example, from time to time the teacher may

Testing Phase

plan a review lesson. During the review many questions could be asked and the main items which have been discussed and a re-reading of summaries could be engaged in, all for the purpose of fixing in the mind the subject matter. Still another way that would be very helpful is to use the materials that should have been learned. For example, all the students of the class may be asked to prepare a short talk on "The Part the German People Have Played in Carrying on the Work of the Lord in the Last Fifty Years." If the students were encouraged to give examples the ones already given in the class would, no doubt, be used.

The teacher in the church is as anxious about the students remembering what has been taught and being prepared for good work at the next meeting

Assignment Phase

as are teachers in the public schools. To help in this phase of teaching, the teacher makes assignments. The good assignment will have two parts to it. The first part will be so stated that the students will be encouraged to use the ideas that have been presented today, the second part will be intended to have the students ready to do clear thinking during the next class. For example: as an assignment of the next lesson the students may be asked to talk to their parents or friends about the work of Karl G. Maeser, Robert Sauer and Louie Speidel Baker and report to the class the next period that these to whom they talked gave ideas and talked about these people and their work. The next lesson, let us suppose, is to be about the part the Scandinavian people

have played in the work of the church. The class may well be asked to read concerning the life and labors of Pres. Anthony Lund or Apostle John A. Widtsoe or to talk to the elders and find out all they could about some people in the more humble walks of life of Scandinavian birth for surely these are very important in the great work of the church.

SUMMARY: We have seen from the discussion just closed:

1. That when workmen build physical structures, either great or small they succeed best when they work according to a plan.

2. That since good character is so important in this world and since good teaching helps in its formation, best results will always result when teaching proceeds according to plan.

3. That the plan of the unit-lesson is made before the teaching is attempted and gives a clear picture of what is to be done.

4. That a good plan for every unit lesson will provide for six phases or steps.

5. That these phases are concerned with the objective or the what and why of the lesson; the subject matter of the material to be used in the lesson; the method or how to proceed with the lesson; the teacher and student activities or what each should do as the lesson isbeing given; the summary or what we have learned from the lesson; and the assignment or what we should prepare for the next lesson; and the testing or what we have remembered about the lesson.

PROBLEMS, QUESTIONS AND EXERCISES:

1. From your experience point out the advantages of a plan

   (a) for construction

   (b) for teaching

2. Building of a character is not altogether comparable to building a mechanical structure. Why?

3. A plan for a unit-lesson is a picture of what the lesson may be. Discuss and illustrate.

4. Name from memory the six phases of a lesson plan and tell how one phase differs from the other.

5. Draw up a plan for a unit-lesson.

CHAPTER V

THE CHOICE OF METHOD IN TEACHING

There is a way to proceed with preparation of a lesson that always promotes success.

In the last chapter the planning of the lesson was presented. This is of so much importance in the preparation of the lesson that details as to how to do it must be stressed. It was shown that good teachers, like good builders, proceed in an orderly way to make a plan before the actual work begins. In planning the lesson the teacher proceeds with the formulation of the objective or aim, the organizing of subject matter, the choice of method, the arrangement of a series of activites on the part of the teacher and students, summarizing what is to be learned, assigning what should be done before the next lesson, and the method one employs in the process, it is deemed advisable to devote a chapter to this important matter. In this chapter we shall, therefore, discuss the choice of method in teaching.

Method determines how the work is to be done.

Once upon a time two missionaries were laboring in the country districts of England. One summer day their journey led them by a small field in which several men and a woman were harvesting a crop of oats. One of the farm hands was cutting the grain with a cradle, another followed closely behind fixing the small piles of grain for binding into sheaths, another fixed and placed the small part of the grain into a band which he laid across the pile, another bound the grain into bundles and the woman came last and placed the bundles into shocks.

These elders observed this method of harvesting grain with a good deal of interest for they have been used to harvesting grain in Utah with a binder--a harvesting machine which was drawn by three powerful horses and which could cut and bind and place in long rows, twenty acres of grain

a day! Presently one of them jumped over the stone wall which separated the field from the road and proceeded to demonstrate how he once did the same kind of work when at home. He followed closely behind the man with the cradle and as fast as the grain was cut he gathered, bound and shocked the grain, as it were, in a single operation. The English workmen looked on for a time and finally, shaking their heads, one said, "Ah, but that kind of work would never do in England."

From this incident it appears that there were at least three methods of harvesting oats, namely, cutting and binding and shocking with several separate operations, cutting and binding and shocking as two operations, and employing a machine to bind, cut and pile in one operation as it is done in Utah.

It is not our purpose to pass judgment as to which is the best but rather to show that there are several ways of doing the same piece of work. A moment's reflection convinces one that this same thing is true in many situations, even in teaching. From extended observation, the author is almost persuaded that there are about as many ways to teach (?) as there are teachers, but even so, and notwithstanding the fact that he has supervised demonstration schools where the best methods for teaching were demonstrated, he has never seen a teacher in action that did not need improving nor a method used that did not need refining. The difference between good teaching and poor teaching--between rapid learning and slow-learning--is often traceable to the method used.

<u>It often occurs that there are several ways a given task may be performed, but there is only one best way.</u>

A group of students once took a course of study with a teacher of agriculture who was treating the subject "Weeds and How to get Rid of Them." The teacher, as he discussed the various kinds of troublesome weeds, would tell just how this or that particular one could be picked out

from all other kinds, the kind of soil in which it grew best, how the seeds were scattered and so on. The final topic was always how to get rid of weeds. He treated first one method and then another but his final words were, "The best way to kill this particular weed is to pull it up by the roots!"

As in agriculture, so with teaching. There are many ways of procedure to gain an item of knowledge or other end product. Some of these are ineffective. Some are wasteful of time and energy of both teachers and students and some are even interest killing. The best one reaches the end desired quickly without waste of time or energy and causes the student to remember what has been taught. It is then important in good teaching that the teacher choose the best method to reach the goal desired and th en strive to become as efficient as possible in the use of that method.

In teacher there is a variety of methods from which the teacher may make a choice.

Since one of the most important ends to be reached through teaching is knowledge of facts about the various subjects that interest people and since the quickest and most effective way to gain items of truth is by hearing it, the telling or Lecture Method is, and probably always will be, one of the most important divices at the command of the teacher. It is often so poorly done that it is discounted by some, but even so, no other method is so widely used. (See description of this method page).

A second method that is too often employed is the Question-Answer method. In this the teacher asks questions about a certain subject, which the students are supposed to answer. It is presumed that the students have the information or at least ideas that the teacher is to bring out and supplement. This is a device for testing results of teaching rather than for imparting ideas. The misuse of the method appears when it is used for fact getting or for increasing knowledge.

The third method is drill. This device is not used as much as it should be, especially in teaching adults. Its greatest use is to be found in fixing or marking permanent facts and abilities that may otherwise not be perfected or which would be forgotten.

The fourth method is called mastery technique or qualitative teaching. This is one of the most effective methods, especially for Sunday School and Mutual Classes, but is difficult to use. In reality, it is a combination of methods, but a combination that is extremely effective.

The fifth method is called the picture method. In this, the visual object the picture, the real object etc., are used to illustrate the idea. The object becomes a means to an end and, if used effectively, is of great importance.

The sixth method is called supervised study. In this the teacher directs the study efforts of the students and thus makes study more effective. It is best used when the students have plenty of material to study and a good place to study in. It often happens that it is not a good method to be used in many religious classes of Sunday School or Mutual.

The seventh method and the final one to be discussed is the method to be employed in motivating the assignment. Wherever students are expected to study, this becomes a very important matter. It is used when the teacher is anxious to have his students prepared to get the most out of the lesson that is to follow. It is thus becomes a supplement to other methods.

There are several other Methods that good teachers use but a description of how to use these more common devices is all that the limited space in this handbook will allow.

When the best method has been selected, most effective teaching results when the suggestions for using that particular device are followed. Teaching is a difficult art. Like the others, it has been studied and the various means or methods that have been proposed as being of value have been tried and suggestions given which, if followed, will make the teaching more

effective.

Every good teacher desires to become a better teacher. The question before such a one is, how may it be accomplished. It is the same question that is before the preacher, the painter or the mechanic. The one who seeks to find the answer will, in the meantime, if it tests out in practice what he learns, will constantly improve. The quickest and best way is to imitate good teachers. But in most cases this is not possible for we have but slight opportunity to study the best. The reliable way is to study, and try out the suggestions of those who have studied this art most carefully. In learning how to use the method selected, attention is called to the suggestions under the heding "How to proceed when using---------- method. (See page).

Occasions sometimes arise when techiques of several methods may be used or those of the chosen method modified.

The writer is often asked, "May one not use a combination of methods and still do effective teaching?

The answer to this question is "Certainly." It is important, however, to know just when to modify the method one may be using and how far to go with the modification. For example, one is using the lecture method. The best way, usually is to present the topics, one at a time, without interruption. However, the teacher may have a picture that, if shown, will help very much or a song that illustrates the point perfectly. Good teachers often modify the lecture method by introducing a picture (the pictorial method) or a song (the socialized recitation). The great danger in the modifying method lies in the disposition to "get off the subject." Wandering is so objectionable that we should do nothing that will promote it.

Good teachers vary the method of presentation and strive to improve continually.

I once knew a teacher, and possibly you have known many of them, who

was so prone to use one way--and a mighty poor one at that--that one could predict with certainty how he would proceed the next day--the next week--the next year. He never varied the procedure nor attemtped to enrich the class experience. Such teaching tends to become dry and ineffective, and, as a consequence, the class loses interest and becomes inattentive. There is virtue in the surprise element in the classroom. By this is meant, surprising the class with something new and interesting. But let these surprises be pleasurable for if they are unpleasant, according to the law of learning, they may do more harm than good. For example, the teacher without assignment, surprises his class with a hard test, or calls on members to give a detailed discussion when there was no indication that such discussion would be called for, or calls for quotations was to be given from memory always results in unpleasant experiences and does more harm than good. The teacher who would have his class happy and thus in the best possible attitude for learning, will study carefully what he does--his method--and will introduce new devices and provide for new and pleasurable experiences.

SUMMARY: From this lesson we have learned----

1. That while a certain task may be performed in several ways, yet there is only one best way to proceed. This best way should be the quest of the teacher.

2. That there are a number of devices--methods--that have been proposed and refined that good teachers use that are best suited for religious instruction. These are, the lecture method, the question-answer method, the drill, mastery technique or qualitative teaching, the visual method, supervised study, and method used in motivating the assignment.

3. The best results attend the following of directions when the teacher has selected a certain method for a particular lesson.

4. That at times modifications may be made in the method being used, but this should never be done at a sacrifice.

5. That good teachers strive to vary the method of teaching and introduce profitable exercises which the students enjoy.

PROBLEMS AND EXERCISES:

1. Justify from experience, the value of method in teaching.

2. What methods may be profitably used in religious teaching?

3. What shortcomings may one expect to meet through departing from the best procedure for a given method?

4. List the values to the teacher who will memorize the items under, "How to procede with the various methods?"

5. Under what conditions may the teacher vary the method used with profit to the students?

6. How do good teachers proceed in determining the best method for a given lesson?

CHAPTER VI

PRESENTING THE LESSON BY THE LECTURE METHOD

The good teacher makes a wise choice of the method used.

The wise choice of the method to be used in presenting the lesson was so important that a whole chapter was devoted to it. Lucid learning which goes hand in hand with good teaching is promoted by using effectively, good method. While a task may be performed in various ways yet it appears that there is but one best way. To improve teaching one is always trying to find out and use the best way. The methods mentioned in the last chapter, and described more fully in the later chapters, are recommended to teachers of the church. While best teaching usually accompanies the following of a given procedure, yet a careful teacher may, at times, introduce parts of other methods for variety of experience and for reaching the ends desired. The reason for describing in detail some of the most useful methods used in teaching is to offer to the teachers of the church a number to choose from. Teachers who desire to improve will probably use them all the improvement coming with their ability to teach. In this chapter we shall fix our attention upon the one that is most commonly used and one that may be very effective, namely, the Lecture Method.

The lecture or telling method is used more than any other. It should, therefore, be refined and made to serve its largest purpose.

The lecture is nothing more or less than a number of well chosen words woven together so that they impart ideas. How important words are is shown from the confidence of the centurion, whose servant was very ill, in the words of the Divine Master when he implored Jesus saying "Speak the word only, and my servant shall be healed." (Matthew 8:8)

John, the beloved disciple of the Lord, in referring to the Christ, said; "In the beginning was the word, and the Word was with God and the Word was God. The same was in the beginning with God." This same Jesus

who had been called the Lord when he walked and talked with men, to show the importance and dignity of the spoken word, taught the people in this beautiful parable: "The sower soweth the word. And these are they by the wayside, where the word is sown; but when they have heard Satan cometh immediately, and taketh away the word that was sown in their hearts.

"And these are they likewise which are sown on stony ground; who, when they have heard the word, immediately receive it with gladness;

"And have no root in themselves, and so endure but for a time: afterward, when affliction or persecution ariseth for the word's sake, immediately they are offended.

"And these are they which are sown among thorns; such as hear the word,

"And the cares of this world, and the deceitfulness of riches, and the lusts of other things entering in, choke the word, and it becometh unfruitful.

"And these are they which are sown on good ground; such as hear the word, and receive it, and bring forth fruit, some thirty-fold, some sixty, and some an hundred." (St. Mark 4:14-20)

The teacher who uses the lecture method should never lose sight of the importance of the spoken word. The words that are spoken somehow, if they are the right kind, find a place in the heart of people and at times serve to change the course of a whole life. If one would seek to find the truthfulness of this last statement let one but ask the thousands of converts who hears the words of some humble missionary and because of it, changed their whole plan of life. Since we have so many evidences of the power of the spoken word, the good teacher must feel the importance of considering well what he desires to say, and then of saying it in the best possible way at his command. The teacher who has a pride in what he says and how he says it will strive to improve. It is true in this as in other

things, a continual striving will be rewarded with increased ability.

There are occasions when the lecture method serves better than any other device. When these arise this method should be used.

A short time ago a teacher came to the writer and said, "I have just had a great experience. I have been traveling and, as I traveled, I read about the country through which I passed and the people, and what they did for a living. The author I was reading certainly saw a lot of things, more in fact than I did. Out of this reading and travel I got materials for some wonderful lessons. But I am puzzled to know the best way to get them before the class."

After listening to this teacher for a time I said, "Why don't you tell your class about it?"

Here then is an occasion to use the lecture method. The teacher, through much reading and travel gains many experiences which his class should share. The one way, the best way, is to organize these materials in a meaningful lesson and present them to the class in a lecture.

In our Sunday School and Mutual classes, and others in which the church instruction goes forward where books and other reading materials are scarce, or opportunities to read are limited, it appears that the teacher can do his greatest service by making thorough preparation and presenting the facts and application by the lecture method.

There is a kind of experience which we call vicarious; that is, an experience which we do not have really but which we enjoy when the one who did have it tells us about it. Much of what we know comes to us in this way. What we have been told makes up a larger part of what we know than what we have found through real experience. For example, the people of the church in Europe have read about Utah; they have heard the Elders talk about Utah and Salt Lake City; their friends who have been to America have returned and told them about conditions in Utah. After a time these things talked about become so real that they think and talk about them as if they had been in Utah themselves. Then, then, the teacher

desires the class to have a rich vicarious experience about Christ and his labors, Joseph the Prophet and his mission, and many other things of great importance, they become enthusiastic themselves and then enthusiastically relate these messages to their students. Thus the lecture or telling method, if well used, becomesvery important in teaching.

To use the lecture method efficiently, it is necessary for the teacher to carefully select and organize the subject matter for presentation. This may best be done by following simple rules and procedures.

The importance of subject matter and its relation to learning has been pointed out in Charter III. It sometimes happens that much material may be presented but very little learning takes place. The reason for this is found in the kind of material presented, or the lack of organization of that which is presented, or probably, in the way it is presented. All of these shortcomings may be removed; if and when they are, students and teachers alike, will be much happier.

The selection and organization of subject matter will be improved if the teacher will but follow a few simple principles. These follow:

1. Before any collecting of subject matter is attempted for a lesson, the purpose and justification of the lesson should be clearly in the mind of the teacher.

Both the end and reason for achieving the end of the lesson should be stated in the objective. These ends or purposes are simple, these are useful knowledges, wholesome interests, correct attitudes, worthy dispositions, useful abilities, high ideals etc. The justifications are found in the activities of life as, for example, in such activities as are connected with health, religious life, home life, leisure occupations, work activities, vicarious living, citizenship and so on. To illustrate: Let us suppose that our lesson was about baptism for the remission of sins. Before collecting any subject matter for this lesson, the aim or purpose should be clearly stated. Let us suppose the class knew nothing about baptism. Then we could con-

sistently have an objective as follows:

> To enlarge our knowledge (end product) concerning the meaning and significance of baptism and its relation to our spiritual welfare that we may be inclined to read (justification--vicarious living) with more earnestness concerning this important ordinance of the gospel.

Again let us suppose our class knew about baptism but its members were not inclined to be baptised. Our objective and consequently our materials, would be different. To illustrate:

> To motivate a disposition (end product) to be baptised for the remission of sins that our religious life (justification) shall conform the pattern Christ established.

Under the first objective we collect materials which would clearly define the term, many passages of scriptures concerning baptism as a requirement etc; while under the second aim, we would relate experiences of those who had been baptised, personal and historical, the privileges extended to those who embrace this sacred ordinance etc.,. In the first case our method may well be supervised study while in the second it would be the lecture method.

> 2. Materials will be adapted to the needs and capacities of the students--the current needs being mostly considered and the obsolete needs mostly ignored.

Being guided by this principle, the teacher will ask, What is the greatest need of my class today for more perfect living? For example, in the case cited above, if the class were ignorant of baptism, it is clear their greatest immediate need is knowledge. If they knew, but were indifferent, their greatest need would be a motivated disposition to embrace it.

> 3. Treat thoroughly a few important topics and avoid a superficial treatment of many topics.

Under this principle we would collect subject matter that would stress the importance and significance of baptism rather than the history of baptism, the attitude of the ancients and of the non-believers towards it.

4. Organize all materials around meaningful events, experiences or situations.

For example, the knowledge lesson concerning baptism may well be organized around the commandment of Jesus as found in Mark 16:14-16 and the disposition lesson around the incident as related in Luke 3:3-4.

5. Organize the subject matter in a way that it will make the largest appeal.

Under this principle, the teacher will try to get something of a current interest. For example, a very interesting experience has been enjoyed by a group of people who attended a recent baptism. This is a good place to begin. They know something about the situation, just enough to serve as a place to join the unknown to the known. Baptism will appear useful in the life of the individual and so appear of importance. This order is called the psychological because it does make an appeal.

<u>There is a procedure that always promotes success in the use of the lecture method.</u>

How to proceed with the class room lecture must be of importance to all teachers. In this, as in many other things, there is a good way to proceed and a poor way. The following suggestions have been tried and proven helpful, and so are recommended.

1. Divide the whole theme into several meaningful topics and present the topics one at a time in a clear concise manner.

This clearness may best be reached by the teacher placing upon a blackboard, which should ways be available, the topics, one by one, as they are treated. For example: Let us suppose the subject to be treated is "Control of Anger." For discussion, this theme may be broken into four main topics and the summary, each of which will be treated separately one at a time, namely:

A. Anger is a primitive emotion and manifests itself early in life.

B. Anger often unfits one for ones best effort.

C. Anger, if properly controlled, may serve a useful purpose in human experience.

D. Anger, like other emotional states, may and should be controlled.

E. Summary

Having decided in this way to divide his theme for discussion, the teacher now places the topic A on the board. But in order to talk about this topic, subtopics must be introduced. For example:

A. Anger is a primitive emotion and manifests itself early in life.

1. Meaning and importance of "primitive emotion"

2. Evidence of anger in children

a. Expression on the face

b. Unusual movements of the body

c. Crying

Having discussed Topic A with its sub-topics and, as the lecture has gone forward, built the outline on the board, and the students, having written in it their notebooks, we are now ready to treat Topic B in exactly the same manner. To illustrate:

B. Anger often unfits for one's best effort, because--

1. One acts under impulse not reason

a. Nature of impulsive action

2. One may too soon exhaust one's physical strength

a. Disadvantage of useless expenditure

3. One may try the impossible

a. Example

1. Lifting too heavy a weight

4. One's actions are not properly coordinated

a. Value of rhythm in action

As in the cause of Topic A, Topic B with the sub-topics are placed upon the board, one by one, as the lecture goes forward. Topics C and D are treated in like manner. After the topics are all treated in this

manner, the class is now ready to pause and ask, "Now, what have we learned from this lesson?" This topic E is likewise stated in clear, simple language. As for example:

E. Summary. We have learned:

1. That the evidence of anger often appear in children and thus influences conduct very early in life.

2. That one of the best reasons for control of anger is found in the fact that it unfits one for best action.

3. That there are occasions in which anger has served a useful purpose. This occurs only when anger is properly controlled.

2. Strive to be pleasing in voice and manner

The writer, on one occasion, was helping a student-teacher to improve in the teaching art. The student-teacher was giving the lesson by the lecture method. As the lesson went forward the class became restless and noisy, much to the discomfort of the teacher. When the class was finished, the student-teacher asked what was the trouble.

"I had my work well organized and arranged; I followed the instructions as to presentation and the theme should have been interesting, but the class was almost a failure.?"

I said, "Did you notice your own voice?"

What was wrong with my voice?" asked the teacher.

"It was pitched too high and you talked too fast. Then, too, you were 'figgity'! All this made the students nervous. They could hardly wait until the lesson was over."

One finds many examples of this same thing in experience. These all serve to impress the importance of pleasing voice and manner.

3. Secure listening on the part of the students.

The teacher who secures listening on the part of the students has secured an important student activity. This can be promoted by having something to say that is worth listening to, by emphasizing the most im-

important matters, by change of tone of voice or repetition, by passing a pleasantry occasionally, by calling, at times, for a reading of notes taken by the students, by taking stock from time to time of the main items of the discussion during the lecture etc. This change of activity always helps to secure listening.

4. Avoid tedious and uninteresting details

The teacher who has a liking for a theme may feel that everything about it will make an appeal. Herein lies the mistake of many teachers. The important thing is to present what is important to the class from the student's point of view. The teacher may have a hobby which the class cares nothing about.

Good teachers will be constantly engaged in refining and improving their abilities to use this important device in teaching.

In order to use this device to the best advantage teachers must be aware of certain situations that should be avoided. The old prophet said, "A wise man foreseeth the trouble and hideth himself." So the teacher will avoid that which tends to make success impossible. The three situations to be avoided in the use of the lecture method are:

1. Avoid miscellaneous discussion of many questions that may be asked while the lecture is in progress.

This does not mean that the students must not ask questions. It does mean, however, that there is a time and a place for everything. While the presentation is taking place, let it proceed without interruption. After this is completed, there may and should be provided an opportunity for the asking and answering of questions.

2. Avoid breaking the line of thought.

Our vision of a subject will always be made much clearer if we are given opportunity to view it from the beginning to the end. Breaking the line of thought by stopping for questions that are off the subject, telling stories that have no point of application, introducing of material

that is not important, these and many other things, distract the attention and disturb the thinking in such a way that learning is interfered with.

3. Avoid inefficient note taking on the part of the students.

The notes which the students take as the lecture is being given should be those indicated by the teacher. While the students are writing, the teacher should be silent and when the teacher is talking the students should listen. These two important activities should be engaged in but one at a time. The notes, then, are meaningful and serve to help the students to recall what has been said. Notes have no other purpose.

Good teachers always have this one thing in mind. "I'll strive to present the lesson better next time than I did the last time." Thus an effort is constantly being made to improve in every possible way. Every teacher must feel the importance of their task so keenly that they will always be inclined to do the best they can. Since our best effort improves us most, the teacher who strives for improvement will constantly put forth his best efforts.

SUMMARY: In the consideration of the lecture method we have seen---

1. That the importance of the lecture method in teaching is seen when we remember the power there is in the spoken word to modify students by telling them to them.

2. That the teacher should use the lecture method when he has matters of importance in mind that can best be secured on the part of the students by telling their thoughts to others.

3. That to use the lecture method efficiently, an effort must be made to select the most important matters to be learned and organize these in the best way about meaningful events, experiences, personalities or situations. This is best done by following simple rules which pertain to selection for the achievement of purpose, to meet the need, and to make an appeal to the students.

4. That the procedure that insures the best success when using the lecture method will be concerned with dividing the main thoughts into meaningful topics or statements, building an outline on the board, presenting the matter in a pleasing way, securing listening on the part of the students and avoiding distracting situations.

5. That good teachers strive to avoid miscellaneous discussion of many questions while the lecture is in progress, breaking the line of thought and inefficient note taking on the part of the students.

6. That progress toward the goal of good teaching is made when the teacher always puts forth his best effort and strives to do better teaching tomorrow than he did today.

PROBLEMS AND EXERCISES:

1. Justify from experience the use of the Lecture Method in teaching.

2. Why is the lecture method so often discounted as a method of classroom teaching?

3. Make a lecture outline of the next lesson you are to teach following the suggestions given and give it by the lecture method according to direction given, and evaluate the suggestion given on presentation of the lesson by the lecture method.

4. Restate and evaluate the suggestions given on presentation of the lesson by the lecture method.

5. Make a list of other situations than those given that are to be avoided in presenting the lesson by the lecture method.

6. Formulate two rules that if followed will cause an improvement in the abilities of the teacher in the use of the lecture method.

CHAPTER VII

QUALITATIVE TEACHING

The lecture method always has been and probably always will be the most important method used in teaching.

Because of the far-reaching influence of the spoken word upon the one who hears and because the teacher has had so many worthwhile experiences that form such a vital part of the subject matter which, if used at all, must be presented by telling, the lecture method must always be very important in teaching. Its use is frequent and often ineffective and necessitates refinement and improvement. To achieve this end, the following of simple rules of procedure in selecting and organizing the lecture material was urged. Suggestions for presentation were also given. These, if followed, it was pointed out, will result in improvement in teaching.

The following device, which is used by many good teachers, resembles the lecture method, at least in one phase. Therefore, the description on this method should follow the discussion that has just closed. This method is called Qualitative Teaching. The description of this method form the theme of this chapter.

Teaching may be either quantitative or qualitative, but the latter is the better.

Not a great while ago, a student came into my office to talk over her work. I inquired into the progress she was making and the success that had attended her efforts thus far. Through it all, the student gave evidence of worry. I finally said, "You seem to be worried. What is the trouble?"

"Well, I guess I shouldn't say anything," said the student, "But there is one course that worries me more than all the rest put together."

"What is wrong with this course from your point of view.?" I asked.

"The teacher, first of all, requires that we read at least a thousand pages!

Then, too, the amount we go over every night is so large and the teacher seems to think that all of it must be in mind the next day, that as a result, I am doing a lot of work but I remember but little clearly. I am lost.' I couldn't to save my life, pass an examination on the work. I just feel that I am failing."

Such a situation, it must be admitted, is very uneducational. It is clear that the teacher had his mind set upon the quantity of the work to be done. He was trying to teach material, not students. He was doing quantitative teaching rather than qualitative.

Contrast that with another situation that I met with soon after. The teacher was considering exactly the same theme and was treating the same phase as the first. The student, instead of being directed to read one thousand pages, was directed to read carefully designated topics from certain pages. When the class came together the next class period, the teacher said, "Now there are just four important matters to be considered in our lesson today. You already have been reading about them. These are _____."

At this point the teacher put the first one on the board in very simple but direct language. The members of the class made their contribution and then the teacher supplemented these and pointed out their application and significance. The three other themes were presented in the same way. As a closing activity, all the items were summarized under "What we have learned from this lesson."

There was no evidence of worry. The students felt that they were making progress. They knew what it was all about. This qualitative teaching. The students were being taught. The material (subject matter) was a means to an end.

The justification for this type of teaching is found in this: One idea thoroughly mastered is worth much more than a dozen ideas that are simply "floating" around in the mind, and having no permanent attachments,

will never remain.

Teaching may be either qualitative or quantitative. Every teacher should determine for himself whether it is better to present to the class a small unit of work--just the amount that can be mastered and its application tested in the time allotted to him or to employ all the class time in presenting many facts, and reserve none for testing results of teaching or enlarging the ability of the students to make application of the details of the lesson to life situations. If one follows the first course suggested, it is called qualitative teaching. If one follows the second, it is called quantitative teaching. Qualitative teaching is the better. Is the kind employed by the best teachers. Even a superficial examination of one's own experience convinces one that it is the material that one retains, the material that one actually uses or can use, that counts.

Having determined that qualitative teaching is the kind that is better, especially in the church organization where the students meet but once or twoice a week, it is now important that we inquire into the method that promotes this kind of teaching and how to proceed in using this method.

The method for qualitative teaching, is also called Mastery Technique for it is supposed that all the ideas will be mastered by all the members of the class.

It often happens that, upon examination, it is found that a number of the class, say 10% or 20%, give clear evidence that they have not mastered all of the ideas, and at times, some are found who have really mastered none. Now, it appears, if ideas are worth presenting they should be worth remembering. If they are worth remembering by some of the class, they are worth remembering by all of the class. We seek to find a procedure that will accomplish this worthy end, namely for all the class to master all of the main ideas that are presented.

This ideal is very high, especially when it is remembered that all are

not equally interested and that some have more ability to learn that others; but yet, it is like other ideals, while we never quite reach them, they beckon us on to better effort all of the time.

This qualitative method has the following steps or phases which should engage the attention of those who employ it.

1. Objectify every lesson.

The objective when clearly stated will answer two questions, namely, first what changes do I propose to effect in my students today? (Changes in knowledges, interest, attitude, ideals etc.) And second, what is the greatest good the students will get out of this lesson as found in use in some life activity? (As, for example, such activities as those connected with health, home life, religious life, vicarious living, leisure occupation, the labor of ones calling etc.) It not only answers the what and the why of the lesson, but it serves as a guiding principle in all the other phases of the lesson, namely, the method to be employed, the selection and organization of the materials, the application, the assignment, etc.

For example: Let us suppose our lesson is on "Control of the Emotions--Fear." Our objective for the unit lesson may be--to increase our knowledge (what) of the function of fear in the life of the individual and the serious consequences that follow failure to control it, that we may be inclined to practice those controls that will make this emotion serve its highest purpose in our lives (why).

2. Test the mind content and of the members of the class before the lesson is presented.

In qualitative teaching this is called pre-testing. This is of great advantage to both the teacher and the student. It enables the teacher to employ the time of the class in the consideration of new materials and thus arouse interests. It relieves the students of the necessity of being compelled to try to attend to materials already known. Effective, qualitative teaching begins where the students are and carried them into the realms that

that are new to them.

Continuing our consideration of the theme already proposed, the teacher may procede with the pre-testing phase something as follows: The teacher may say:

"Now for today's lesson we are to consider that common emotion with which all have had experience, namely, fear. Someone please tell us what causes one to be fearful. Again--What benefits have you ever received from being frightened? From what evil things of life did fear cause you to turn away? Name the objects or situations which cause one to be fearful? Why are some fearful of certain things or situations and other not?"

In most cases one may expect to get from most of these questions very inadequate answers. Some of these questions may be answered very well. All that is being attempted is to find out just how much or how little the members of the class know about the subject so that the te cher will know what ideas to stress strongly and which ones to stress lightly. Having found out what is and what is not known, the te cher is then ready for the third step or phase.

3. Present the new material in the most effective manner possible.

This will be best achieve , by first getting a clear vision of the end to be reached, and that is, whether it is a knowledge or an interest etc., product. Organize the whole around some meaningful experience or situation. Formulate a limited number of meaningful, valid assumptions which shall appear in the outline as ideas A, B, C. Sustain, one by one, these leading ideas with supporting ideas, stories, illustrations etc. These items will appear as the 1-a-b-c etc. items in the outline. For example, if our theme were CONTROL OF EMOTIONS--FEAR our lecture outline may appear something as follows:

A. Fear, if it is not to become master, and it is to be made to serve useful purpose must be directed and controlled. This is promoted by:

1. An analysis of the situation out of which fear arises.

2. Anticipate this state of mind and prepare to meet the situation.

A. Examples
   1. Diseases
   2. Personalities
   3. Difficulties

A_____
1._____
2._____
3._____

Present the ideas, one by one, simply but clearly, using the best language and manner possible. This part of the lesson will consume about one half of the lesson period. During this phase, the teacher is concerned with presenting new, interesting and significant materials that have been well organized.

4. Test the students immediately to ascertain the amount of material that has been remembered.

This is called the testing phase. It is the materials that get into the minds of the students that bring about the educative changes that are desired. Material that is worth presenting is worth remembering. The amount remembered should be ascertained. In almost every case it will be found that some of the important facts of the lesson are not remembered. This makes re-presentation of certain parts of the lesson necessary.

Having presented the lesson to the best of the teacher's ability it is now important that he find out just which of the ideas have remained with the students. Various ways for testing results of teaching may be used but probably the question-answer device that was used in phase number 2 will be the best for classes in church work. Assuming, then, that this is to be used, the teacher may proceed as follows:

"John, you will please give us from memory the main topics that have been considered today."

"Fear seems to one to be a very primitive emotion. Carl, tell us your idea of primitive emotion and justify your answer."

"Hilda, what, in your judgment, is the real value of fear in the life of the individual?"

Thus the teacher proceeds with simple but well directed questions to find out how much has been remembered, noting carefully the idea which, in the judgment of the teacher, needs re-presenting to insure complete mastery.

5. Re-present the details that have not gone over in the first presentation.

The versatile teacher will re-present these few details in new connections from new points of view. These new details are as important as the ones remembered since they contribute to the unity of the lesson. In qualitative teaching the number of facts are limited to the most significant ones presented. When necessary these are re-presented until they have become a matter of mind content. Every lesson is to be a unit and all the facts must be considered important.

Already the thought has been presented that that which is worth presenting is worth remembering. If, then, it is found that some of the main ideas are not in the minds of some of the students, the necessity of re-presentation, if we are to do qualitative teaching, is perfectly clear. Let us suppose that one of the main ideas "Fear is a protective device and was placed in the human soul to cause the individual to shun the low, the mean, and the evil," was not clearly understood. To re-present this idea, the teacher might well tell an interesting incident from experience in which, when with certain companions, a suggestion was made that all go in a public house and take a glass of beer. The fear of the consequences of such conduct impell one to refuse. This incident will cause some member of the class to recall a similar one in his own or, in the experience of some one else, which, too, will be related. Thus the idea is again impressed and likely will be remembered.

6. Apply to some significant life relation the facts of the lesson presented.

In qualitative teaching, this is called the application phase. The ability to apply the facts determines whether or not the objective has been achieved. In good teaching this phase is never neglected. It may come at the end of the lesson, or it may come during the lesson. The best time to make the application is when the largest purpose, in the interest of the students, can be served. It is during this phase that the students take an active part under the leadership of the teacher.

The example cited under re-presentation is a good one to show application. In this case it was a part of the lesson. Usually it will be found best to make the application when the idea is presented. It helps in fixing the idea in the mind. But to impress the importance of this phase, let us consider another example. The idea--"Fear is such a strong emotion that it causes important changes to take place in the functions of the body" is to be applied. The students have observed such changes in themselves as very rapid and strong heart beat, the change in the color of the face, usually growing pale, the hair, even seems to move etc. The inquiry is made, "What causes these changes?" The answer: under the influence of this emotion the normal heart beat is changed, the normal flow of blood is altered, the muscles contract, normal controls are upset etc.

"What may happen if the fear emotion is not controlled?" one asks.

Some one volunteers an incident from reading in which some person was thrown into a very serious physical state due to fear.

7. Make the assignment first, in terms of the lesson presented today, and second in terms of what the students should have in mind for the successful lesson next time.

The first part will generally cause activities which will call for the using or applying of the material presented today; the second part will be of a nature that impells reading or other activities that will result in the accumulation of new facts or the organization of the facts already in mind.

Usually the assignment phase, no matter which method is used, will be the one that is neglected. This, however, should not be too disturbing to the teacher since he intends to present new and interesting ideas anyway. The advantage of the students making preparation is found in their increased ability to do clearer thinking when the lesson is being presented. Then, too, it helps the students to remember if he knows something about the subject that is being presented. The best way to encourage preparation is to make easily available reading material and then give such questions and problems as may be thought through while the students go about the daily routine of life.

SUMMARY: We have seen from this discussion-----

1. That the good teacher is concerned with qualitative rather than quantitative teaching.

2. That it is better to place emphasis on learning of a few fundamental ideas than to consider in a very superficial manner, many ideas.

3. That there is a method of teaching which will tend strongly to insure a mastery on the part of the students of the items presented. This is called Mastery Technique or Qualitative Teaching.

4. That to use this effectively, seven distinct phases or steps must be provided for. These are:

    1. The objectifying of the lesson. (Objective phase)

    2. The testing of the mind content of the students before presenting the lesson. (Pre-testing phase)

    3. The presentation of new, meaningful, and significant materials. (Presentation phase)

    4. Testing to determine the amount of material just presented that has become a part of the mind content of the students. (Testing phase).

    5. Re-presentation of the materials that did not "go over" during the first presentation. (Re-presentation phase)

    6. Application of the materials already presented to some actual life situation. (Application phase)

    7. Assign for the next lesson in terms of, first, use of what has been presented today, and second, in terms of what is needed for the successful carrying forward of the next lesson. (Assignment phase)

PROBLEMS AND EXERCISES:

1. Compare the presentation phase of this method with that proposed for the lecture method.

2. About how much time do you consider should be spent with each of the phases of qualitative teaching?

3. Test the truthfulness of the generalization, 'That which is worth presenting is worth remembering.'

4. From memory, list all the phases or steps in qualitative teaching.

5. Why is this method called 'Mastery Technique?'

6. Organize your next lesson in keeping with the suggestions given and present same to the class using the method Qualitative Teaching.

7. Evaluate your effort in terms of effectiveness.

    a. How would you strengthen the virtues of the work?

    b. How would you eliminate the shortcomings?

CHAPTER VIII

THE PICTURE METHOD

A method that would insure an understanding of the main ideas presented would be of great value.

In the last chapter we were concerned with a method of teaching that aimed at complete learning. Its name, Qualitative Teaching or Mastery Technique, implies that the teaching shall be of the highest quality and the ideas thoroughly mastered. This can be achieved only when the main ideas are carefully sought out and put down, one by one, when the other materials of the lesson are closely related to these, and when the presentation is attended to with the greatest care. The reader will remember that the teacher who intends to use this method will provide for the distinct phases which were described and illustrated. In practice they blend into each other so completely that the formal nature which appeared as it was described, disappears as it is used. This method is especially valuable for classwork as it goes forward in the church.

In this chapter we shall be concerned with a discussion of a method that may be employed when we attempt to get ideas through the sense of sight by the use of the visual object. We have called it the picture method.*

Many of our ideas have been obtained through the sense of sight.

The other day a man who was interested in pictures and their use in teaching said that fully one-third of all we know comes through the sense of sight. That idea is very interesting and, if true, very important. To find out how true it is, one may take a pencil and being so disposed, begin to list all the ideas that come to the mind which have been obtained through seeing. The list for the boys and girls with just ordinary experience

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*The method herein described was worked out by the author and refined with the help of the critic teachers at the demonstration school at Brigham Young University. Under careful testing, the gain in learning with boys and girls from 13 to 18 years varied from 10 to as high as 40%. It was first presented to the Utah Academy of Science in 1933.

would be large indeed, and for those who have traveled, it would be much larger. The author has a blind girl acquaintance. She has been so from birth. This girl has gone through the grade school, high school and college. She is very intelligent and a charming person yet, as one talks with her, one admires her for the struggle she had made against terrible odds and the amount she knows, but one sees many great gaps in her knowledge because she cannot see.

We not only learn directly through seeing, but obtain proof of what we learn in other ways in this manner. Before I went to England, I had read about the great cities, the fine amusement places, Westminister Abbey, the Tower of London and so on. Surprise awaited me upon my arrival. I had only a part of the truth and, what I did have, was not quite real till I saw with my own eyes.

You will remember the strong testimony of Joseph Smith the Prophet concerning God and his personality and Jesus Christ, His son. Before he went to pray, on that eventful morning, he had many ideas about these great personages of the Godhead, but after the vision, he knew. He had seen and he knew of a surity.

The witnesses to the plates of the Book of Mormon said, "We declare with words of soberness, that an angel of God came down from Heaven, and he brought and laid before our eyes, and that we beheld and saw the plates and the engravings thereon; and we know that it is by the grace of God the Father, and our Lord, Jesus Christ, that we held and bear record that these things are true."

"Seeing is believing." It is more; it is convincing. It is the gate way to truth. The scientist did not know very much about the starry heavens or the world that is about us, but invisible to the unaided eye, till the wonderful instruments were invented, the telescope and the microscope, which enables man to see objects remote and objects small.

The wise person, when he searches for truth, will go with his eyes open.

When the picture, or the visual object, is used in teaching it should always be used as a means to an end-to-illustrate and amplify ideas.

The teacher finds his greatest difficulty in impressing the important ideas of truth on the mind of the students so that they will be remembered. Some ideas, to be remembered, need only to be told. These are colorful and impressive to begin with. For example: "The heavens declare the glory of God." "This is my beloved Son, hear Him!" "Sell all that thou hast, and follow me." "The war is over." "The Glory of God is Intelligence."

Other ideas may be remembered by being repeated a time or two. For example, 2X2 equals 4. The way to spell 'dog' is d-o-g. Queen Victoria was England's great Queen. Thirty days hath September, April, June and November. The number of times such ideas need to be repeated to be remembered will depend upon several things as, interest and attention of the hearer when they are repeated, circumstances attending the repetition, the appeal they make, and so on. That one forgets, even important matters, is too often true. It seems, however, that we cannot help forgetting nor can we learn simply because we desire to learn. The ideas that are worth learning and remembering need to be impressed through illustrations and amplifications. Often times, this is done by telling a story or even by a colorful remark. For example: A man was talking about the punishment that was sure to come to those who are untruthful and do wickedly. To impress and amplify the idea he said. "They will be assigned a place in Hell close to the heating apparatus!"

Pictures and other visual objects, serve the same purpose and the wise teacher will thus use them. For example: one may desire to impress this idea--The Factory Worker of Europe Must Practice the Strictest Economy. To impress this idea a series of pictures may be shown. One may show:

1. Comparative size of the family (five persons) and the income of the family in silver coins.

2. The comparative size of the family (five persons) and the amount the father should receive for comfortable living.

3. The mother selecting food in the open market.

4. The mother, after the meal, gathering up that which remains.

5. The father mending the children's shoes.

6. The mother making over the worn clothing.

These six pictures, it will be remembered, are not to be shown for their own sake, but to impress and make important the idea. If the class pauses to study the picture, the kind of silver coins, the face of the baby, how much the little girl looks like her mother, and so on, it is studying the picture and not the idea. Indeed, in this case, the idea may be, and for the time, surely will be lost sight of.

<u>There are many kinds of visual objects that may be used but the picture and the drawings or writings placed upon the blackboard are the most important.</u>

If one were to visit London and go out to see the important places, one may have a chance to see the actual Houses of Parliament, the London Bridge, Westminister, Trafalgar Square and so on. As one views these places, the appearance, size, etc., are impressed upon one and the ideas that arise in the mind as one views them, may be expressed; but for the most of us; no such experience of seeing the real objects will be enjoyed. This is always true concerning objects placed in nature, as for example, the mountains of Utah or objects placed by man in certain places, as for example, the Salt Lake Temple. Our richest experience is enjoyed when we actually see the objects, but since so many will be denied the privilege of seeing the real object the next best thing is a picture of the object. While the picture is not so good as the real object yet it will help very much to get the true image of the object in the mind. Pictures can be obtained so easily and can be sent so far with but little effort and expense, and our means for reproducing and showing them have become so perfected

that the picture becomes, especially for religious teaching, the most important visual object.

All our teachers can write and a few of them can draw. If, then, means for writing and drawing in the class--a blackboard--were provided and used efficiently it would be of great value to both teachers and students in providing for the teacher, a very fine means of expression and for the student a helpful visual experience while the class is going on.

There are many definite purposes to be served by the use of the visual object.

The good teacher will be concerned that everything he does while teaching has meaning. If he asks a question, it should be meaningful. If he asks one of the students to take part, it should have a very useful purpose, that is it should benefit the students. If he gives a test, that should help the students either to learn and remember or to cause him to try to find out what he has missed or does not know.

This being true, the visual object (the picture) should be shown only when a very definite purpose is to be served. In other words, the teacher must ask himself what purposes are to be served by showing the picture.

There are at least five purposes, all in the interest of the student, that may be served by using the visual object in teaching. These are:

1. It should make learning of the ideas easier and more rapid by providing opportunity for the students to get an experience by using the visual sense--that is, by seeing.

2. It should help the students to remember the ideas, because through the picture, interesting items are illustrated and shown.

3. It should awaken interest and enlarge the powers of their imagination.

4. It would help the students to see the truth in the subject matter that is being considered, whether this is being read or listened to.

5. It should simplify the subject matter and thus make it easier for all to understand it.

Because of the importance of these purposes our best books, papers and magazines in which pictures can be used, usually contain many pictures. This is especially true of those that are to be read by children and youths.

<u>There is a procedure, when the visual object is to be used, that is highly recommended because it greatly helps the learning and remembering of the ideas.</u>

There is a good way and a poor way, both of which are often used by teachers. This is true, not only in the use of pictures, but it is especially true when using other devices. Whether the one or the other is employed determines the quality of the teaching and is the real difference between good and poor teachers. Since every teacher wants to be a good teacher and every good teacher, a better one, the following procedure is earnestly recommended as a means to these ends. The writer looks upon it with great confidence because it has been tried by teachers with different grades of ability. The poorer teachers were helped greatly and, when used by the good teachers, it improved the learning situation of the students. This procedure is as follows:

1. The teacher will anticipate the visual lesson and prepare the students for it.

For example, if an illustrated lecture is to be given on the Mormon Temples, the teacher will find out all he can about these before the pictures are shown and have the students note the leading ideas that are to be illustrated.

2. The teachers will, before the pictures are shown, clearly objectify the lesson; that is, he will set forth the purpose of the picture lesson and the justification for the same.

For example, the objective for the above theme may be: Objective: To enlarge our knowledge concerning the efforts that have been put forth in the building of Temples of the Mormon People and the types of structures the temple represents that we may be inclined to read more about this phase of the work of the Church and to view this activity as an evidence of de-

votion of the Mormon people to the work of God in these latter days.

3. The teacher will place upon the board several ideas or generalizations (not more than five or six for one lesson) that are to be illustrated and amplified. For example:

   A. The Mormon people, in the early days of the church, proceeded to build temples.

   B. One of the first important buildings to be started in the Salt Lake Valley was the Salt Lake Temple.

   C. Before the great Salt Lake Temple was completed other temples were erected in other parts of Utah.

   D. Etc.

4. The teacher will classify the visual objects (pictures) into a series with several pictures of each of the series. Each of the series will then be used to illustrate one of the generalizations proposed.

For example: If six ideas A, B. C. D. E. and F were placed upon the board all the pictures on temples would be arranged in six piles, each pile being one of the series. To illustrate:

A. The Mormon people in the early days of the church proceeded to build temples.

   1. Picture showing the condition of the people in the early days of the church, at Nauvoo and Kirtland.

   2. Picture showing the men at work preparing the material for the structure.

   3. Pictures showing the people clearing the ground for the temples.

   4. Pictures showing the progress of the work.

   5. Picture showing the laying of the cap-stone.

   6. Picture showing men, women and children give their small contributions to get enough money to finish the temple.

   7. Picture showing the completed structures.

The pictures illustrating the ideas B, C, D, etc., will be similarly placed together to illustrate the ideas about the Salt Lake Temple, the Logan Temple, the St. George Temple and so on.

5. The teacher, after stating clearly the idea to be illustrated, will proceed to present all the pictures in each of the series with dispatch.

For example, if series A had proposed seven pictures. After stating generalization A, and speaking of it briefly, the seven pictures, one at a time are to be shown, allowing from 10 to 15 seconds for viewing each. In the meantime, through talking, the idea of this early effort and financial sacrifice is kept before the mind of the students.

6. The teacher will give a rest period between each of the series. If these are lantern pictures or simply photographs, this will be provided for silently by the class and spoken of briefly.

7. The teacher, as the pictures are being exhibited, will call attention to important details only, ~~those~~ which illustrate the idea, and avoid calling attention to the other parts of the picture. After the picture has served its purpose namely, illustrated the idea, it is to be removed.

It will be remembered that the class is studying ideas and not pictures. The pictures are to help obtain and retain the idea. Everything that detracts from this purpose is to be avoided. For example: under A, picture 3--showing man at work etc., may show, as an incident, some curious people standing by observing or maybe ridiculing. This item of the picture is to be avoided, for, to call this to the attention of the class starts thinking about an entirely different thing and thus defeats the very purpose of the picture. If the pictures are left long before the class, there is likelihood that the main idea will be neglected as details of the picture are being observed.

8. The teacher will further illustrate the idea being taught by relating short, colorful incidents, personal or otherwise. This always enriches the experience of the students and aids memory.

9. At the close of the exhibition of the pictures, the teacher will conduct a short drill upon the generalization already studied, or with the help of the class, build a summary of "What we have learned" on the board.

This is an important step for its fixes in the mind, the ideas under consideration. After all, we study to learn and remember.

10. The teacher will test results in the best manner and make the assignment for the next lesson.

How the good teacher would proceed with this has already been given. This step is the same no matter what method is used.

The teacher who would use this method must collect serviceable material. Teachers who use pictures in teaching will rarely find the collections ready for use. It is true that many useful collections are now available either as still pictures, on plates or films or moving pictures. The author has found and used both types. When these are used much work must be done in objectifying the lesson, formulating the generalizations to be illustrated, arranging pictures in series, securing supplementary material, and so on. Good results attend the use of collections made by the teacher. The teacher who is constantly on the lookout for serviceable material will, in course of time, have a fine collection of pictures and objects that will help in the teaching of many themes.

SUMMARY: We have seen:

1. That many ideas which form our education have been obtained through seeing.

2. That in teaching, the visual object is used as a means to an end, to illustrate the idea.

3. That for the classroom purpose, as we have it in the church, the most serviceable visual objects are pictures both still and moving, also writings and drawings made by the teacher.

4. That the picture serves a very definite purpose in teaching but that these should be clearly understood by the teacher. They may all be used to the advantage of the student.

5. That to use the visual object most effectively, a well-planned procedure should be followed.

6. That while serviceable collection of pictures etc., may be secured these should always be supplemented by those collected by the teacher.

PROBLEMS AND EXERCISES:

1. Under what conditions should the picture be used in teaching.

2. Enumerate the purpose the picture or visual object may serve in teaching.

3. Explain: "The picture should be used as a means to an end."

4. From memory give the ten steps in the procedure in using the visual object.

CHAPTER IX

FIXING FACTS AND DEVELOPMENT OF ABILITIES THROUGH DRILL

Through the use of the eyes the stimulus for much thought is received. As a result our education is greatly advanced.

The importance of the visual object, especially written and printed matter, also the picture was considered in the last chapter. It was seen that, out of the many impressions one receives through seeing, a large amount of educative experience is gained and also confirmation for what one has read or heard, is obtained. To employ the visual object in teaching, best results are obtained by following a refined procedure. In this, the teacher looks upon the visual object as a means to an end. It was pointed out that when pictures are used simply to enrich the experience by illustrating and amplifying the idea. While the teacher has access to fine collections of visual objects, especially pictures, he is best served when these are supplemented with collections of his own choosing.

Up to this point, attention has been given to acquiring ideas through following the several methods described and illustrated. In this chapter, we shall be concerned with a method and that has its largest value in fixing facts and in the development of abilities, namely drill.

The facts and ideas that remain in the mind render the largest service to the individual.

Since I have been writing this book, I have needed certain poems and items from the scriptures for in those I found expressed the ideas I wanted better than I could express them myself. To my regret, I discovered I did not know, in some cases, the exact wording of the poems or just where the Biblical verses could be found. Since these seemed very necessary, there was one of two courses to follow, namely, either to spend much time in searching or ask some one who knew. As a matter of fact, I did both. But searching for

For facts and items that should have been in the mind seems to be a waste of time. Even when they would be very valuable, one is apt to get along without them. For this reason many people usually speak in general terms and are never quite certain about things that should be common knowledge.

Then, again, occasions arise every day in which one needs ready information. Lacking this, the individual sojourns, not to the best advantage, but at a discount.

Everyone is inclined to listen to that person who, from the store-house of memory, has many items of truth to give out. It was for this reason that Christ always commended education no matter in what social circle he moved.

All of this seems to impress the truth that much of our intellectual life should be concerned with storing in the mind--filing in memory--useful information. The Lord seemed to have had this very thing in mind when two days after Christmas day in 1832 he gave the following revelation to Joseph Smith:

"Therefore, verily I say unto you, my friends, call your solemn assembly, as I have commanded you:

"And as all have not faith, seek yet diligently and teach one another words of wisdom; yea, seek ye out of the best books words of wisdom; seek learning even by study, and also by faith.

"Organize yourselves, prepare every needful thing, and establish a house, even a house of prayer, a house of fasting, a house of faith, a house of learning, a house of glory, a house of order, a house of God;

"That your incomings may be in the name of the Lord; that your outgoings may be in the name of the Lord; that all your salutations may be in the name of the Lord, with uplifted hands unto the Most High.

"Therefore, cease from all your light speeches; from all laughter; also from your lustful desires; from all your evils and light-mindedness, and from all wicked doings.

"Appoint among yourselves a teacher, and let not all be spokesmen at once; but let one speak at a time, and let all listen unto his sayings, that when all have spoken, that all may be edified of all, and that every many have an equal privilege." (Doctrine and Covenants, Sec. 88:117-122)

It is the ability that one has acquired through doing the thing over and over again--through drill--that is of value.

The great prophet of our own day, President Heber J. Grant, gives us the splendid generalization which he arrived at out of a long and useful experience. "That which we persist in doing very often becomes easy to do; not that the nature of the thing has changed, but that our power to do has increased."

In speaking to students he often reminds them of his experience in developing the ability to write a beautiful hand and to throw a ball so well that he became a pitcher in his baseball club. He relates that his youthful companions used to laugh at him because of his inabilities in these lines, but by long and careful practice--drill--he became perhaps the best of them all.

As in storing the mind with useful knowledges, so in the development of useful abilities of a physical nature the gateway to it all is drill. Drilling will not make every one equal but drill will make everyone better than he is. "Today I will beat my own record" is a fine motto for young people to adopt. One way to achieve it is through drill.

The good teacher is constantly concerned about what the students remember and the use they make of these memory items.

The success of teaching is measured by the progress that is made by the students. In the schools, if children make no progress, the teacher, where this is seen, is soon replaced by one whose teaching is sufficiently good as to be measured in the progress of the students. This is as it should be for the teacher is but a means to an end. If the ends are not reached, the means are not good enough. Every device, therefore, that is known to the teacher should be tried in the interest of the students.

There is much merit in the methods used in learning reading, writing,

arithmetic, drawing, dancing, etc. Without drill these would never be learned. Those who teach older people may do well to follow the same procedure if they would have their students have a ready memory concerning facts about the gospel as do the teachers of these tools of knowledge.

President Grant also often reminds the teachers and students of the Church that knowledges and abilities should be useful. He reminds his hearers that "Knowledge that is not useful is like a glass eye--all for show." It is our common experience that knowledge or abilities that are not used are sooner or later forgotten. Good teachers will, therefore, provide many ways, and suggest many more, for using knowledges and abilities that have been acquired through drill. It has been said that "Practice makes perfect." This is not altogether true. It is correct practice that makes perfect. Teachers, are, therefore concerned not only about the using of facts and abilities but also the correct use of these. Students who would remember, and thus become educated, will be much concerned with opportunities to use, over and over again, what they have learned. Indeed, they will strive always, either in thought or indeed, to use these items of memory and thus test them out. The one who does this will always possess what people call a ready memory.

No teacher can cause the students to learn as they should who fails to apply the laws of learning.

Some of you who read this statement will say "The laws of learning! I never heard of them and I have been a teacher for years!" And, no doubt, such a one tells the truth. Sometimes the students learn in spite of the teacher and sometimes because of her. Then again, the laws of learning are not so natural, as are all true laws, that some of them have in reality, been in effect, though the teacher was not aware of their operation. This is true in all relations of life. A conscious application of the laws, however, will always result beneficially for the students.

These laws may be very simple stated as follows:

1. The law of exercise--The more frequently we think a certain

method thought or do a certain thing, the more likely we are to think or do in that same way when the same occasion arises again to act.

2. The law of use--To remember anything, use it.

3. The law of disuse--To forget a thing, keep it out of the mi d.

4. The law of effect-- here is always a strong tendency to think or act repeatedly when the performance is accompanied with pleasure. We avoid that which gives displeasure.

5. The law of reaction--correct action, since it brings good results brings pleasure. Incorrect actions give displeasure and are therefore dropped out.

6. The law of re diness--when one is ready to act, to act gives pleasure. To be restrained gives displeasure.

The application of these laws we have observed many times in experience. Three out of the six, it will be observed, refer to pleasure or displeasure. In teaching it is so important that pleasurable reactions accompany the teaching that surely every teacher, whether he is given a drill lesson, or used any other method, will strive for them. That class primarily that is not pleasurable is largely a failure. Students learn best when they are happy and contented and will cooperate best with the teacher and the other students where feelings of fear and dread are absent.

There is a procedure when drilling the class, which, if followed, always promotes the best success.

Sometime ago, I observed a teacher drilling a class on a poem. The boys and girls were to memorize the verses for use the next day when the parents came to visit the school. The teacher not only violated some of the simple laws of learning, but failed to follow the correct procedure. The exercise was a failure and was displeasing to herself and the students.

A short time afterwards, I saw another teacher drilling her class on the same type of exercise, namely, memorizing a poem. Her class was a great success. The boys and girls came to her after the lesson was over

and said, "We never worked so hard before; but, say, it was fun.'" This latter teacher adopted the following prodedure.

1. She had a worthy purpose which she revealed to the students. This is called the objective or aim of the lesson.

2. She had her drill--subject matter--carefully planned into short drill units. This pleased the students.

3. She got them to work diligently by giving them simple directions. applying it to their interests, trying several devices to aid memory, and providing rapid and rhythmetic repetition.

4. She got them to concentrate attention upon the work at hand.

5. She motivated a desire to lern by giving them an opportunity to express themselves individually and in groups. This showed their progress.

6. She set up standards that could be reached by each member.

7. She made the class experience pleasurable for all.

8. She put the few ideas on the board and, after these were in mind, she turned their attention to the exact wording of the author in presenting these ideas.

9. She divided the material to be learned into two parts, the difficult and the easy, and paid especial attention to the difficult parts.

10. She made suggestions that would help them to recall whenever they needed help.

11. She reminded them how necessary it was for educated people to have a ready memory of choice materials.

12. She inspired confidence by showing them that she had the material perfectly memorized before she asked them to memorize it.

The teacher who will attend to these details of procedure, as did this one, will be complying with the laws of learning and his efforts will be crowned with success.

<u>The drill lesson may very profitably be a part of every class exercise no matter what other method is used.</u>

The other day I met a group of young people who had just come out of Sunday School. I asked them how they liked their class that day. One of them, as if speaking for the group said, "Oh, it was alright I guess" so indifferently that I questioned whether it had been "alright." Another, rather thoughtfully explained, that the subject was alright

but the teacher did all the talking and he talked in very general terms without being exact on any point. That put the case plainly. The young people were right. After presenting these important themes the items that should have been learned should have been clearly formulated into a summary. These exact items would there have appeared in such a form that they may have been drilled upon. Truth that is worth presenting is worth remembering. This, at times, calls for exact memory. The only way to attain to this is through drill. Such items, therefore, as quotations, dates, places, important incidents, in fact any exact item becomes material for the drill lesson.

Always the summary, if it is formulated in terms of what we have learned, is of so much importance that it should be the material for a drill exercise. A very few minutes at the close of the lesson devoted to drill upon the summary will be very well spent for it fixes the important things in mind so that they become permanent possessions. In the absence of this, forgetting takes place and many of the facts are lost. But the student becomes like the man spoken of by James 1:22-23. He says:

"But be ye doers of the word, and not hearers only, deceiving your own selves. For if any be a hearer of the word, and not a doer, he is like unto a man holding his natural face in a glass; for he beholdeth himself, and goeth his way and straightway forgetteth what manner of man he was."

<u>One who learns the art of selfdrill and practices it will give evidence of a mind well stored with facts and ideas and ill have abilities to do many worthwhile tasks well.</u>

There are two kinds of drill namely, group drill and individual drill. The first is more common with the young and the latter with older people. No matter how young or how old the person is, if he gets an exact memory of facts, these must pass through the mind many times. The teacher with his larger experience can render a fine service by indicating what should be committed to memory. If he is a teacher of children, these he will [illegible]

for a drill exercise and drill the children in concert upon them. The teacher of the older people may, at times, with great profit to the class, do the same thing. His largest service to this older group will be rendered, however, if the items to be learned are pointed out and organized in such a way that there may be easy memorization and then motivate the members of the group to drill upon them silently. Checking these items at the next meeting, commending those who have memorized them, giving opportunity for exhibition and use will often be effective.

SUMMARY: From the foregoing discussion we have seen:

1. That the beneficial results that attend teaching will be seen in what the students remember and use.

2. That this stock of ideas and abilities is in reality the useful items.

3. That these ideas and abilities are best attained through drill.

4. That most rapid and permanent learning takes place when laws of learning are observed during the teaching.

5. That there are twelve items of procedure that the good teacher should be concerned with as the drill lesson is being administered for such a procedure insures success.

6. That drill may be engaged in by the students, either in concert or silently, individually or in group.

7. That the first type of procedure is usually that followed in teaching children while the use of the second is to be encouraged when teaching adults.

PROBLEMS AND QUESTIONS

1. Point out the advantages of a ready memory for exact facts.

2. Relate an experience in which the use of exact facts was helpful.

3. Point out situations where abilities were acquired through practice.

4. State the six simple rules or laws of learning that the teacher must be concerned with who administers an effective drill lesson.

5. Rearrange the twelve items of procedure in the best way for a drill lesson that will insure remembering these items.

6. Under what conditions and with what materials would you advise the drill exercise.

CHAPTER X

MOTIVATING THE ASSIGNMENT

or
Creating the Desire to Study

That which remains in the mind becomes the material that is always ready for use.

The fixing of facts and ideas in the mind, also the development of abilities through practice, were the points stressed in the chapter on drill which has just closed. It was pointed out that there were many facts and abilities that are of permanent value and, therefore, should be made a permanent possession. In order to achieve this end, there is need for going over the facts, or repeating the exercise many times. In conducting such exercises, the teacher, if she desires the students to get the most out of the practice exercise, must always be concerned with the application of the simple laws of learning and the proper method of procedure. Since every class exercise has or should have, something that is worth remembering, drill, as a method teaching, may properly be a part of every class experience. Young students often need the help of teachers in the drill exercise, but the older ones should learn and apply the art of self-drill.

In this chapter we shall be concerned with motivating the assignment or creating a desire to study so that the students may get the richest experience out of the class period that is to follow.

The need for study of the materials to be considered in the next class exercise appears when one realizes the importance of mind content--ideas in learning.

A short time ago the writer was asked to tell a group of prospective mutual teachers how to present a lesson when the students had not studied it. The suggestions given indicated that it is a common practice for boys and girls of mutual improvement age to appear in class without preparation, that is, without having read the lesson material.

In this connection, it will be remembered that reading does not necessarily educate, but rather it is the experience one gets through reading that causes the educative changes. What the teachers desire, therefore, is that the students appear in class with a body of experience that will enable them to get the most out of the class--that is, to get the largest experience possible during the class exercise. The desirable experience may be obtained through the reading of the manual and other materials or it may be obtained in other ways. In any case, the one who brings to the class a large body of ideas, obtained through reading of the manual and other materials or it may be obtained in other ways, will take away from the class the largest benefit and, in the meantime, make the best student contribution to the class,. For example: let us suppose our lesson for the day is, "The Importance and Significance of Prayer." In the class there will be found a wide range of spiritual experience received through prayer. Some may have read the great prayers of history as the Lord's Prayer, the prayer used in dedicating the Salt Lake Temple, the Sacrament prayer and so on. Or they may have read concerning circumstances in which humble prayers to the Lord seem to change the tide of events. In any case, such experience as the class members have had, they will bring to the class. The teacher now begins in an orderly way, the lesson on prayer. As he presents certain ideas or asks meaningful questions, the appropriate memories will re-occur. These serve as a basis for remembering and evaluating the new ideas presented or for meaningful discourse in the class. The ones who have had a rich experience in this realm will get much more from the class--will get an enriched experience--than those who have never had a reading or real experience with prayer can hardly hope to get.

Thus an enriched mind content contributes to learning, and thus appears also the importance of every student coming to the class ready to receive and to contribute. In this we discover a justification for the motivated

assignments.

The motivated assignment has two phases to it, namely (1) creating a desire to study and 2) pointing out the best way to study.

That which one has a desire to do one usually finds time and means to do. If, therefore, students come to the class, time after time, without making preparation to receive, in the best way, that which is to be presented, it seems clear that the desire to prepare the lesson is lacking. What is needed, in this case, is to create this desire. How is this to be done? A very good teacher which I once observed proceeded as follows:

1. She awakened an interest in the next lesson by telling some appealing incidents in connection with it.

2. She gave a clear vision of the tasks to be performed and indicated how best to perform these.

3. She started their thinking in the desired direction.

4. She indicated how, by following directions, they could time and learn more.

5. She pointed out how useful this preparation experience would be when they next met for class.

Studying is an art and every good teacher has learned the art himself and, knowing how useful it is, teaches it to his students. Simply saying to the students, "Study the next lesson in the manual" does not motivate. The students know that should be done already. It is far better to indicate how best to read and to learn what is in the manual. For example: Let us suppose the teacher has a class of teachers, the members of which he is trying to help to be better teachers. Let us suppose also the lesson for discussion during the next meeting is Motivating the Assignment. The book that is to be read is "Improved Teaching" by Merrill. The teacher who is motivating the assignment may properly give directions for study something like the following:

"Before we conclude our lesson today will you all please turn in

your book to page____. Chapter Ten has to do with motivating the assignment. You will note the chapter is divided into parts or sections. Each is introduced with a meaningful statement. I advise that you read these through first. For example, after the statement of the review paragraph, you observe "The need for study appears when one realizes the importance of mind content--ideas--in learning." On the following page the heading for the section is 'A properly conducted assignment etc,) and so on till all the section headings are read. You will be benifited by reading these two or three times so that you get a clear idea of what the author is writing about. Now read the summary a time or two and you will discover what one should learn from the chapter. You are now ready to read the details. Turn now to section two again. After reading the heading carefully once more and pausing for a moment till its meaning is clear, read the content first quickly and then carefully, evaluating each statement. After you have thus read the chapter, please turn to the problems at the end of the chapter. The challenge in each of these you are now ready to accept."

A properly conducted assignment will reach a very useful end for the student.

Since the class exists for the students, also the teacher, the books and everything else, it appears that everything that can be done, under the circumstances, should be done for the student's welfare. In conducting an assignment exercise, therefore, the teacher will be concerned with the experiences of the students both at the time and while the students are studying. A properly conducted assignment will have the following characteristics:

1. It will awaken interest in the lesson that is to be studied or other preparatory exercises that are to be engaged in.

2. It will insure a careful and thorough performance of the tasks to be performed.

3. It will promote learning and a richness of experience both at the time the tasks are being performed and also at the next meeting.

4. It will result in high class reaction on the part of the students during the next class period.

5. It will insure individual and meanigful effort on the part of each of the students.

Such results will not be reached at once but by constant, thorough, properly directed effort every teacher will note improvement in a short time.

In making the right kind of an assignment the teacher will proceed in an orderly way.

I once witnessed a good teacher motivate boys and girls to perform what seemed then, when she first began a very hard thing to do but which, by the time she had finished with the assignment, appeared not only easy to do, but was so interesteing and profitable, that they wanted very much to do it. The assignment was to write a short poem. Any teacher who makes the assigned task appear easy and thus motivates the students that they want to do it, is a successful teacher. This teacher proceeded, step by step, in an orderly was as follows:

1. She clearly and simply objectified the lesson that was being assigned, that is, she pointed out the end product (ability in this case) to be reached and justified the same in some life activity (reading of poetry during their spare moments, also using better words in speaking and writing.

2. She gave it at a time when it served its largest purpose. (Before they did the work.

3. She helped them to recall what they already had in their minds that would help them. (Beautiful words and phrases)

4. She illustrated the various points of the assignment. (Used their own words and phases in a poetic way)

5. She caused the students to try to perform the various tasks under her direction. (To make a line or two of poetry.

6. She causes the students to write that which was important and that which they may otherwise forget. (Unusual words, rhyming words, subject topics)

7. She had the students read to the class the materials that they had written to find out if they had left out some important matters. Just what was to be done and what materials they were to use.)

8. She tested the students to ascertain if they needed more help. (By asking questions and having them try to do the tasks.)

9. She causes them to write down references to which they could go for help. (Pages in their text-book, dictionaries, poems, etc.)

10. She modified the assignment for the slower members of the class and for those who had but a limited time to work so that all could do profitable work. (Only one verse for some and two or more verses for others.)

11. She assigned a whole unit of work at the time and took time enough to make the assignment clear and complete. (A poem which presented a completed thought, nicely written, devoting forty minutes to the assignment.)

12. She made the students feel that the assignment was important and held each one responsible for it. (It would interest them in poetry and help them to use better words when speaking or writing. Each was to read his poem to the class.)

After this assignment was finished the students were anxious to write the poems. I attended the class in which the results of the work was shown. That which they produced was beyond the expectation of the teacher. I learned that boys and girls can do such a difficult task as write a poem if only they are given the right kind of help during the assignment.

The assignment may call for several types of activities involving both mental and physical work or a combination of these.

After all, the class, the teacher and the students are concerned with the development of simple products as knowledges of worthwhile things, abilities to do useful tasks, interests in worthwhile things of life, wholesome attitudes toward important matters, dispositions to do the important things of life and high ideals that will serve as guides. How are these ends reached? By striving, that is, by performing certain series of activities. Sometimes these activities are mainly concerned with those of the mind as reading and thinking. Sometimes they involve, in large measure, the use of certain members of the body, that is they are physical, as riding a bicycle or climbing a rope or typing, or tying a scout knot. In a large majority of the cases, however, both mental and physical activities are involved as writing, speaking, drawing a picture and so on.

A moments reflection upon experience shows clearly that the end products, as stated above, with their combinations make the patterns of our lives, and that these are obtained through performing the various acts of life.

Now the teacher is concerned with assigning those activities that will be most meaningful and that will result in the products desired. The good teacher will therefore, before the assignment is given, decide on the activities that will be most useful in reaching the ends desired--those that will best prepare the student for a rich experience during the next class period and then proceed to assign these in the best possible way as above directed. A variety of activities will usually result in the largest attainment. For example: We desire the students to be well prepared to consider the subject of baptism. In this case they would do well to read the passages of scripture on baptism, read some good discussion on baptism as "Talmadge's Articles of Faith", talk and see a baptism performed. With such a body of experience gained through reading, talking, listening, seeing, recalling etc., the students will be prepared for a rich and interesting class experience when the subject is brought up for consideration.

The good teacher will strive to have the students ready for the richest possible experience during the class exercise.

The class exercise is a means to an end, and certainly the ends must be worthy and worthwhile, and the means the best that can be provided. The larger the background, the more thinking the students have done before they come to class, the more meaningful will be the exercise and the more beneficial the experience. Good teachers appreciate this fact and make every effort to have the students ready to listen to the instructions that are given and to contribute to the class exercise in the best possible way. We, therefore, will always be far in advance of the class, will

have the assignments for future work, especially in the immediate future, well thought out and then, at the proper time, that is when the assignment can be given most effectively, proceed to give it at the proper time, that is when the assignment can be given most effectively, proceed to give it in the proper manner. Those who follow this plan will find in the class an interest and, at the end of the teaching period, an achievement that will be pleasing to the students and teachers alike.

SUMMARY: We have seen---

1. That our enriched mind content of facts and ideas always contributes to a larger and more meaningful experience during the class period.

2. That a motivated assignment not only creates a desire to study, but points out the best way to study the particular type of work and subject matter that is to be studied.

3. That the test of a good assignment will be judged by the usefulness of ends that have been reached by the students. These are to be seen in awakened interest, thorough and correct performance and diligent effort on the part of the students.

4. That the teacher who would proceed with the assignment in the best way will engage in a series of twelve meaningful activities.

5. That the best assignment calls for several activities on the part of the students involving especially mental and physical activities and a combination of these.

6. That good teachers will view their tasks as those concerned with having the students ready for the richest possible experience during the class period.

PROBLEMS AND EXERCISES:

1. Make a clear statement of the aim of this lesson.

2. Justify the taking of class time for making the assignment.

3. Enumerate the characteristics of a good assignment--that is, how may we tell a good assignment?

4. Apply the steps or procedure stated in this chapter to an assignment of some religious topic. For example: The Beneficial Results Following the Observance of the Word of Wisdom.

5. Repeat from memory the main topics considered in this lesson and compare these with the items of the summary.

CHAPTER XI
ADAPTING INSTRUCTION TO THE NEEDS AND CAPACITIES OF THE STUDENTS

The most meaningful experiences always follow careful preparation on the part of the students who engage in them.

In the last chapter we developed the idea that can easily be seen when tested out in experience. All good teachers have observed that their best class exercises follow careful preparation on the part of the students resulting from a good assignment. Properly motivated assignments have certain characteristics by which they may be known. These the good teacher will keep in mind as he assigns the lesson for the next time. Assignments vary greatly in quality, depending upon how they are given, but a properly motivated assignment goes forward in a very orderly way which the best teachers follow in more or less detail. These always result in meaningful study, and in worthwhile achievement--the outcome of individual effort on the part of the students.

In this chapter we shall take for granted that the teacher is familiar with some of the useful devices that have been set forth thus far in this book and, through practice of these, has acquired some ability in application. It is now important in this, our closing chapter, to stress the importance of adapting instruction to the needs and capacities of the students and point out a few devices for reaching this end.

There is a great range in the abilities and experiences in students of the same age in any class. In classes for religious instruction, especially, there is a range in age that renders teaching more than usually difficult.

If conditions were ideal, in the minds of many, class would be made up of students of equal ability. In such a case, the teacher would find less difficulty in adapting the teaching to all the students. But this ideal condition is never found for the simple reason that no two in the class are alike, even if they have the same power to learn. No two have

had exactly the same opportunities, nor have they embraced the opportunities that have been offered with the same interests and dispositions to get the most out of the opportunities presented. In a word, boys and girls of the same age living in equally good homes in the same community have had different experiences. Since these experiences are the things out of which education is made, it comes to pass that those of the same age are not equally prepared to enter, well, in to a specific teaching experience.

Classes formed for religious instruction are usually composed of members of different ages. This makes matters even more difficult for the mere matter of years has brought many experiences to the older which the younger have not had. Experience also gives rise to points of view which are very important in teaching.

Every teacher, then, must recognize the fact that his class will be made up of students, each one of which will differ from every other one. These differences will be found in ability to learn, in interests in the subject, in dispositions to take advantage of opportunities, in mind content, in experience, and in age. He should know, also that these differences have a wide range and that his problem is to organize and present lesson material (subject matter) in a way that will be profitable to all, in spite of these differences.

<u>Instruction, no matter what the quality, is of little value if not suited to the students.</u>

This idea may be best illustrated by a story. A destitute boy once went to the home of one more fortunate and asked for some clothes. The good lady of the house said, "We have some old clothes which we shall be pleased to give you if you can make use of them." Leaving the boy standing, she went to the clothes closet and soon returned with a partly worn pair of shoes, a coat that had much service in it, a hat that was more or less out of date but still serviceable, and a knit jacket.

These she handed to the boy with the remark, "You may have these if they will be of any service to you."

The boy gratefully accepted the offering and turned away to determine the nature and value of the fine gift. He looked at the coat and even tried it on. It was far too large! "Well," said he, "this is much too large but mother can make it over and there will be scraps of cloth left over that will serve to mend the coat as it becomes worn."

The hat also was too large. He tried it on, took it off, looked at it, and put it on again. Finally he said to himself, "I'll eat some paper in the band and then I can wear it. It will be better than none at all!"

Next he looked at the shoes. These were hopeless! They would not be made over, he said to me for the material in them, so he resolved to throw them away. As he walked along he thought better of his last resolution. "No", he said, "These may fit father, and if they do, well, he will put them to good use."

He finally tried on the knit jacket. "Now that fits! These things are so made that they fit anyone."

Now I am not going to ruin the story by moralizing upon it; but I have been in classes, and their name is legion, in which the offering of the teacher resembled the offering of the well-dressed lady. Being unsuited without much alteration to those to whom it was given, it failed to relieve, in any large measure, the distress of ignorance with which we, the class members, are all more or less affected.

Before choosing any device for teaching or making selection of the detailed material to be taught, the teacher must consider the age and maturity of the students of the classes.

That which interests and makes an appeal to childhood may not interest youth; and that which may be used as good educative material for youth, may be wholly unfitted for adults, especially the older ones. This is also true of the manner of using the various methods or devices for teaching. This has long been recognized. Efforts have, tenatively, been made to classify the students into groups more or less of the same age, and to select topics and subject matter that, in the judgments of those making the selection, will be suited to this group or that.

There are many topics, especially in the realm of religion, that seem to have a wide range of appeal, and therefore, are suited to students of various age groups. Even these topics, however, call for a treatment adapted to the interests and capacities of those taught. For example: Baptism, according to that which we read in the scriptures, should be taught to children before they reach the age of eight years. It should also be taught to men and women of maturity, and of all ages, because its acceptance by the young and the old is of greatest moment. Let us say, now, the method that is to be used is that universal one--the lecture or telling method. It must be perfectly clear that this method and this topic are adaptable to all age levels, to people with little or much experience. But adaptations must be made if the teaching achieves the goal. How may this be done? I once saw a good teacher teaching the lesson on baptism to a group of children. She proceeded something as follows: She first found out what they knew about this topic by asking such questions as "John, when did you first hear about baptism? Who was it that told you about it?"

"Mary, why did John's teacher tell him about baptism? Do you think you should be baptised?"

"How old must boys and girls be before they may be baptised?"

By this means this teacher found out what was known by the boys and

girls and also awakened an interest in this important matter.

She then continued by saying: "I was baptised on my birthday, when I was eight years old. Shall I tell you how wonderful this experience was?" She told then in a very simple manner, the story of her own baptism, who baptised her, what benefits she hoped would come to her because she was baptised, how happy it made her every time she thought about it, and so on. Then she told them of Brother Maeser's baptism and the blessing he obtained, and of the baptism of a little crippled girl and what a joyous moment it was in her life.

Let me now tell you how another good teacher presented this to a group of adults, some of whom had been baptised but some had not. The aim or objective, however, was exactly the same in both cases, namely: To increase our knowledge concerning baptism, and its importance, and to motivate a disposition to accept it, that through acceptance our spiritual life shall be enriched. This teacher proceeded as follows:

"Our theme today is baptism. You have heard about it and all know something of its importance. I think it would be very desirable if, at the conclusion of our lesson, we all shall know something more about it and be disposed to accept it and adhere to the covenant which accompanies it and thus obtain a remission of our sins, as we repent of them. Please write in your notes the following generalizations which we shall attempt to clarify:

A. The Lord grants to all of us certain privileges which, if we embrace them, His blessings follow.

1. He grants the privilege of living.

2. He grants the privilege of communion through prayer.

3. He grants the privilege of salvation through his Son.

B. The privilege of complete salvation comes to all who comply with the principles and ordinances of the Gospel, one of the most important being baptism.

1. Jesus himself accepted this privilege

2. Jesus commanded his disciples to offer this privilege to all.

3. Etc.

Thus the teacher went forward, topic by topic, making a clear explanation and giving ample proof of the points proposed from the scriptures and from experience.

The lesson proper closed with a summary and the class period closed with an expression by the class members.

In the first case, advantage was taken of the trusting and emotional elements of child nature and all that was said made their appeals. In the second case, experience, reason and judgment were recognized and provisions made to take advantage of these. Whether the lesson is presented to children, to youth or to adults, provisions must be made for activities on the part of the class members, for activity promotes experience and experience educates. This type of activity and its intensity will differ in all these cases. A partial list of activities with children in the case cited would be listening, responding to frequent questions , raising their hands with animation, indicating desire to respond, responding physically to their emotional responses, concluding as to what they desire to do, and so on. In the second case, the older or adult group listens, evaluates write the topics, raises meaningful questions, some of which they ask, recall experiences and items of knowledge, reason, supplement mentally and audibally the teacher's ideas; form judgments and conclusions and so on. In a word, the first group thought as children, acted as children; the second group thought as adults and acted as adults. The type of response that will be most educative must, of necessity, be of great concern to the teacher and provision made to secure it.

Good teachers give evidence of their abilities and knowledge of the teaching art by applying simple rules which, if followed, help in adapting instruction to the needs of the students.

If what has already been presented in this chapter has left the desired effect, the reader is persuaded that all teaching should be adapted

to the needs of the students. The reader has also, no doubt, come to the conclusion that one reason, and it is an important one, why some teachers are uninteresting and their work is a partial failure is because of the lack of adaption. Every good teacher is concerned about it and is eager to find something that will help him. The following suggestions have been tried and found helpful:

1. Become as well acquainted with each member of the class as circumstances will permit.

This acquaintance should include the name, the temperment, the experiences at home and abroad, how and in what terms the students think, that is whether they are socially, religiously, financially, occupationally or civically minded, something of the mind content, and what they intend to do and so on.

2. Through observation, become aware of how people at the various age levels act.

All children act very much alike. This is equally true of the youth and more or less true of adults. Experiences, incident to training, however, modify action so we observe individuality of adults, expecially of the older adults, manifesting itself and presenting a challenge to the teacher. Paul caught the idea and passed it on to us when he said, "When I was a child, I spoke as a child, I understood as a child, I thought as a child; but when I became a man, I put away childish things."

3. Adapt the language used to the abilities of the groups to understand.

This is very difficult and challenging. In fact, I must confess that, as I write this book, this is one of my major concerns, and I am not sure that I follow my own teachings. I have known teachers whose work was a partial failure. One such was one who taught adult, well-trained, people and talked to them as if they were children. Another, a teacher of children, talked to the class as if they were adults. I know many other teachers who know the art of teaching so well that they are able to adapt perfectly their language even to a mixed group!

4. Take it for granted that the class members have had a certain amount of experience and know something and can draw conclusions for themselves.

The teacher who proposes to do all the thinking makes a great mistake. Children, certainly, are very limited in experience and knowledge and need much help. Their ability to conclude and to generalize is limited. The good teacher will be aware of this and teach accordingly. Older people, however, do not want this intelligence and experience discounted. After the facts are before them, they draw conclusions in the light of their experience. The wise teaching will recognize this situation and, not only allow them to express their opinions but will actually use these conclusions and generalizations as subject matter for the class.

5. Survey the mind content and avoid taking too much for granted. This causes the teacher to proceed where the class can not follow.

This is a common fault of young teachers who have had large educational experience. To avoid this mistake, a survey of the mind content, as has been already explained in the chapter on qualitative teaching, should be made. In going into unknown fields, the wise teacher will proceed slowly and cautiously, laying good foundations, with all groups, especially with the younger.

6. Recall as vividly as possible your own experiences at the various age levels and modify your teaching accordingly.

We all pass through the same stages of life--our minds have developed in a similar way. The fundamental emotions, interests and dispositions of the current generation are similar to those of the past, and will be similar to those of the future. The experiences of the teacher, at the various age levels, if carefully recalled and evaluated, will be a fairly reliable guide.

7. Study the success or failure elements of each class period. Emphasize the situations that have contributed to success and eliminate those that have been the cause of failure.

Teachers who actually make a list of things which have contributed

to success, also the things which caused failure, wholly or in part, and then use this list as a basis for improvement, will progress constantly. One item of such a list is apt to appear again and again. It is "The material or the method did not seem to be adapted to the students today."

8. Get clearly in mind the needs of the group to be taught, and then adapt and organize the outlined materials to meet these needs, choosing all collateral materials with the same end in view.

All outline and manual materials are supplied to help the teacher. It is true that, often these materials are organized in terms of subject matter, rather than in terms of meeting specific needs of individual students or classes. While they are helpful, they never can take the place of great bodies of other types of material that must be used. The guides, therefore, should be used only as guides. If adaptation for specific purposes are to be made, they will need to be supplemented and, at times, rearranged, if they serve their highest purpose.

9. Visit, as opportunity affords, other teachers and observe how they adapt their work. Put the best suggestions that comes to you, into practice.

One can often learn much by observing how others do the same task one is to do. Suggestions thus obtained may be of great value. True, one can not imitate others exactly, but still, the suggestion to imitate the best teachers is good. Try it!

10. Strive to get the intelligence and guidance that comes through the power of the Holy Spirit and follow its promptings.

This is the safeguard of all who would teach the truth to the understanding of the hearer. It supplements our own power, at times enabling the teacher to be even better than he is at his best when without it. It is not a substitute for effort nor preparation but its function is to "guide into all truth." It says to all who enjoy it, "This is the way walk ye in it."

After the materials and methods have been adapted to the interest and abilities of the students, one other adaptation remains to be made.

This is, the adaptation of the materials offered today to the times and occasions. For example: We are dealing with the life and labors of Jesus. We are nearing that time of the year when people's thoughts are turned to him because Christmas approaches.

The teacher, no matter what the age level of the group, will plan for an exceptional lesson on the birth of Christ. This is another of those topics that have universal appeal. Of course, such a lesson is good any time of the year, but it is of exceptional value at that particular period. To give such a lesson at Easter time would not be in keeping with the spirit of the times--would not be taking advantage of current interests.

Our late friend, a friend of youth, Brother Martin used to relate this story: One one ocassion he was invited to speak at the funeral of a friend who, after a long and devoted life had died of infirmities of old age. The people had assembled to pay due respect to him and his passing. It was a day to celebrate a great life's victory. As was the practice in that ward, the choir leader had his choir ready tofurnish appropriate (?) music. As the appointed time, they arose and rendered the selection, " Your Sweet Little Rosebud Has Left you"!

Conditions that prevail generally are often very effectual in preparing the minds of people of all ages for appropriate instruction. To fail to take advantage of this mind-set is to fail to adapt the work perfectly to the needs of the class.

The old "Preacher" caught the idea and gives it to use in these words. "To everything there is a season, and a time to to every purpose under the heaven. A time to be born, and time to die; a time to plant, and a time to pluck up that which is planted; a time to kill, and a time to heal; a time to break down, and a time to build up; a time to weep; and a time to laugh; a time to mourn, and a time to dance; a time to cast away stones, and a time to gether stones together; a time to embrace, and a time

to refrain from embracing; a time to get, and a time to lose; a time to keep, and a time to cast away; a time to rend, and a time to sew; a time to keep silence, and a time to speak; a time to love, and a time to hate; a time of war, and a time of peace." (Ecclesiastes 3 :1-8)

SUMMARY: We have seen:

1. That no matter how carefully the students may be graded for class instruction a wide range in abilities, also in experiences, will be found in practically every class.

2. That if instruction is to be of highest value it will be adapted to the students.

3. That the age level, or maturity of the members of the class, make adaptation desirable but in this the teacher finds an important problem and a challenge.

4. That there are certain simple rules which, if followed, help with this difficult problem of adaptation. These pertain to----

    a. Acquaintance with the class members.

    b. The types of action characteristic of people at various age levels.

    c. Appropriate language.

    d. Giving credit for knowledge and experience possessed by the members.

    e. Taking too much for granted.

    f. Recalling ones own experiences and using these as a basis for judgment.

    g. Evaluation of success and failure situation.

    h. Getting suggestions from other teachers

    j. Getting the spirit of the Lord and being directed by it.

5. That adaptation has to do not only with fitting the lesson to the needs of the students to also the times and occasions as well.

PROBLEMS AND QUESTIONS:

1. Make a small list of needs your students have in the realm of their religious life.

    a. If there appears on your list "A clean vision of the function of the church in the life of youth" how would you provide for it as a teacher of church doctrine.

b. If you wer teaching a class and the members did not appear to be interested in the subject how would you proceed to adjust it so that it would come within the realm of their interest?

2. Give an illustration from your educational experience of the points of the stories--

a. The boy and the old clothes
b. The funeral song by Martin

3. Give from memory the items of the summary.

4. Before you prepare your next lesson f r your class read the ten rules carefully concerning ad ptation of materials. Apply one or more of these and after administering the lesson report results.

5. Memorize the quotation with which this lesson closed.

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